



## **Undergraduate Catalog 2017-2018**

There are those who seek knowledge for the sake of knowledge,  
**that is curiosity.**

There are those who seek knowledge to be known by others,  
**that is vanity.**

There are those who seek knowledge in order to serve,  
**that is love.**

*—Bernard of Clairvaux (1090-1153)*

**Taylor University**  
Founded 1846

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While Taylor University publishes program information and materials and assigns academic advisors, the student is ultimately responsible to ensure his or her academic program fulfills all graduation requirements. The University reserves the right to withdraw a previously awarded degree if the University subsequently determines that the degree requirements were not met appropriately.

Taylor University operates undergraduate liberal arts programs on the campus located in Upland, Indiana.

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## Our Heritage, Mission, and Life Together

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2017 marks the 171<sup>st</sup> anniversary of the founding of Taylor University. During the year of 1846, the United States annexed New Mexico as a territory; admitted Iowa as the 29<sup>th</sup> state in the Union; and declared war on Mexico. Electric arc lighting was introduced in Paris; Elias Howe patented the sewing machine in America; John Deere constructed the first plow with a steel moldboard; and American dentist W. T. Morton introduced ether as an anesthetic, all in the same year. In the literary world, Henry Wadsworth Longfellow published “The Belfry of Bruges” and Herman Melville published “Typee.” In London, Charles Dickens introduced the first cheap English newspaper, the *Daily News*, and the Evangelical Alliance was founded. In Ireland the failure of the potato crop caused a famine, which would send thousands of Irish immigrants to America. Also in 1846, the Smithsonian Institute was established in Washington D.C., and certain political and religious movements in America gained momentum in advocating the emancipation of black slaves and promoting expanded rights for women.

Forged in the fire of intense religious beliefs, Taylor University was destined to become one of the oldest evangelical Christian colleges in America. Conceptualized with the conviction that women as well as men should have an opportunity for higher education, Taylor University began as Fort Wayne Female College in Fort Wayne, Indiana, and then became Fort Wayne College. Following the example of Oberlin College (which became the first coeducational college in America and the first to award college degrees to women in 1841), Fort Wayne College became coeducational in 1855. In 1890, the school merged with the Fort Wayne College of Medicine and changed its name to Taylor University in honor of Bishop William Taylor, an energetic missionary evangelist possessed with unusual vitality of commitment and devotion. Bishop William Taylor became a symbol of the values and ideals of the college. His voluminous writings including many books on preaching and missions and extensive worldwide missionary endeavors resulted in his being the first lay pastor to be named a bishop of the Methodist Church.

In 1893 because of the population boom in the central part of the state, Taylor University moved to Upland, Indiana. Nearly 100 years later in 1992, Taylor University reestablished its presence in Fort Wayne by acquiring Summit Christian College. (Summit had started in 1895 with the sponsorship of the Missionary Church Association and the spiritual leadership of Joseph P. Ramseyer and Daniel Y. Schultz.) In 2009, undergraduate programs at Taylor University Fort Wayne (TUFW) were discontinued and consolidated on the main campus in Upland.

With this heritage, Taylor University entered the twenty-first century. Taylor University’s historian Dr. William Ringenberg noted, “The intellectual revolution at the turn of the century cracked the spiritual foundations of major universities” in America by challenging the role of the Christian worldview. “This, coupled with the dehumanizing of education” and the unrest caused by “the inability of secular education to guide students in their quest for meaning” helped to further shape, strengthen, and define Taylor’s Christian educational mission. For 170 years, Taylor has been faithful to that mission.

Taylor University trustees, administrators, faculty, staff, and students stand committed to our heritage of Christian commitment and academic excellence.

## Implementation of Mission — A Christian Liberal Arts College

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Taylor University is an evangelical, independent, interdenominational Christian liberal arts university in which all programs are shaped by a biblical, Christian worldview and the integration of faith, learning and living within a community of intentional Christian nurture and relationships.

Taylor is distinctive in its commitment to both spiritual and intellectual development as symbolized by the twin spires of the Rice Bell Tower. Academic pursuits at Taylor are rigorous, demanding imagination, dedication and integrity from both students and faculty. As a Christian institution, Taylor University has highly capable, supportive faculty who recognize that all truth has its source in God. Students’ quests for truth begin with this conviction and relate to all aspects of the liberal arts curriculum.

Taylor University carries out its mission and purposes primarily by offering undergraduate programs in its residential campus setting. Within this environment, curricular and co-curricular programs advance the holistic development of students expressed through servant leadership, global and civic engagement, service, and life-long learning. These programs engage students through collaborative faculty-student research, experiential and service learning, internships, and international study.

The University offers focused graduate programs that expand and complement curricular and institutional strengths. Taylor University Online offers select undergraduate and graduate courses, including summer school opportunities, and programs for students who are not in residence.

The University employs dedicated faculty, professional, and support services personnel who align with its mission and enable outstanding programs within a culture of continuous quality improvement.

Taylor’s campus reflects a vision of physical facilities that combines aesthetics, functionality, and timely maintenance.

The University’s location in the pastoral, small town environment of Upland, Indiana, seventy miles north of Indianapolis and fifty miles south of Fort Wayne, complements a commitment to foster interpersonal relationships that edify, enrich, and value all members of the University community. The proximity to metropolitan areas provides numerous benefits, including access to specialized healthcare and cultural and entertainment opportunities including music, theater, art, professional athletics and commerce. There are also several nature preserves, state parks and outdoor recreational areas reachable within two hours or less.

## Mission, Purposes, and Anchor Points

The mission of Taylor University is to develop servant leaders marked with a passion to minister Christ's redemptive love and truth to a world in need.

In order to advance this mission, Taylor University is committed to the following purposes:

- To provide whole-person education, involving students in learning experiences imbued with a vital Christian interpretation of truth and life which foster their intellectual, emotional, physical, vocational, social, and spiritual development.
- To offer liberal arts, professional, and lifelong education based upon the conviction that all truth has its source in God, and that being biblically anchored, the Christian faith should permeate all learning leading to a consistent life of worship, servant leadership, stewardship, and world outreach.
- To create specific experiences wherein the integrative focus of a Christian liberal arts education is clarified, personalized, and applied.
- To contribute to the advancement of human knowledge and understanding and serve the evangelical Christian church and the larger (public) community for the glory of God.
- To foster a biblical model of relationships that acknowledges both unity and diversity of the followers of Christ within a covenant community and which can be evidenced in a continuing lifestyle of service to and concern for others.
- To maintain and foster appropriate and effective support services that enable maximum program effectiveness throughout the University.

### Anchor Points

- Biblically Anchored
- Christ Centered
- Faith Learning Integrated
- Liberal Arts Grounded
- World Engaging
- Whole Person Focused
- Servant Leader Motivated

### Statement of Faith

To more explicitly define the meaning of Christian higher education as used in the Articles of Incorporation, and the methods and policies by which the proposed results are to be achieved through the University or any affiliated educational institution under the control of the University, the following statements of belief and practice are set forth:

Taylor University is firmly committed to the lordship of Jesus Christ and evangelical Christianity. To ensure the central place of Christian principles in the philosophy and life of the University, the trustees, administration, faculty, and staff believe:

- There is one God, eternally existent in three persons—Father, Son, and Holy Spirit—the ultimate Creator and Sustainer of all things in heaven and on earth.
- The Holy Bible is the only inspired, authoritative written word of God, progressively revealing God's will for humankind.
- Jesus Christ is the living Word of God who made known and carried out God's plan of redemption through His virgin birth, sinless life, atoning death, bodily resurrection, and ascension, and who will return in power and glory.
- The Holy Spirit is present in the life of the believer, testifying to the lordship of Christ and enabling the believer to live a godly life.
- Humankind, though uniquely created in God's image, rebelled and stands in need of redemption.
- God graciously extends salvation to anyone who comes to Christ by faith.
- The Church is the community of believers who express their unity in Christ by loving and serving Him, each other, and all people.

# The Life Together Covenant

## Responsibilities and Expectations for Community Life at Taylor University

### Introduction

Taylor University is a community of Christians intentionally joined together for academic progress, personal development and spiritual growth. The mission of Taylor University is to develop servant leaders marked with a passion to minister Christ's redemptive love and truth to a world in need.<sup>1</sup> Together we seek to honor Him by integrating biblical faith and learning while our hearts and lives embrace the process of maturing in Christ.

The Taylor community consists of those who, in furtherance of our mission, are living together in intentional, voluntary fellowship, aware that we are called to live our lives before a watching world. Although primarily centered on the Upland campus, this community is not defined by geography, but rather by active engagement in the Taylor educational mission.

The Life Together Covenant (LTC) identifies the expectations for living in community as we seek to fulfill our mission. It is impossible to create a community with expectations totally acceptable to every member. Nevertheless, certain responsibilities and expectations must be specified to assure orderly community life. When individuals join the Taylor community, they freely and willingly choose to take upon themselves the responsibilities and expectations outlined in this covenant. The University Expectations are not intended to measure spirituality or to promote legalism. Nevertheless, Galatians 5:13-14 reminds us that while we were called to be free, our freedom is best used when we serve one another in love. (Romans 14:1-23; 1 Corinthians 8:1-13, 10:23-33)

A foundational support for the Life Together Covenant is the Taylor University Statement of Faith. The Statement of Faith affirms that the Bible is the inspired and authoritative word of God, and it provides the essential teachings and principles for personal and community conduct. The Statement of Faith also affirms the presence of the Holy Spirit in every believer; God, through the Holy Spirit, places in every believer the inner resources and attributes to minister to others through supportive relationships.

<sup>1</sup>Taylor University Mission Statement

### Biblical Responsibilities

#### Responsibilities for Loving God, Others, and Self

We glorify God by loving and obeying Him. Because we are commanded to love one another, relationships and behaviors which reflect such love confirm our allegiance to God and are glorifying to Him. (Matthew 22:36-40; John 15:11-14; Romans 15:5-6)

Living in daily fellowship with other Christians is a privilege and an expression of God's will and grace. In recognition of this privilege, great value is placed on the quality of relationships in our community. We acknowledge that we are living in a fellowship where we are dependent on and accountable to one another. The New Testament word for fellowship is *koinonia*, which is translated as a close mutual relationship, participation, sharing, partnership, contribution, or gift. Members, therefore, are encouraged to seek opportunities to demonstrate *koinonia*. (1 Corinthians 12:12-31; Ephesians 4:1-6)

All persons are created in the image of God, and each person is known by God and knit together in the womb with intentional design. God's attention to creative detail is uniquely applied in each person in whom is given the capacity to love God with heart, soul, mind and strength. The commandment to love our neighbor as ourselves reminds us of our potential to minister to others while at the same time recognizing our own need for care and support. (Psalm 139:13-14; Mark 12:29-31; 1 Corinthians 6:19)

#### Responsibilities for Community

Within our community the greatest expression of fellowship and the highest principle for relationships is love. Since God first loved us, we ought to demonstrate love toward one another. (1 John 3:11, 16, 18; 4:7-21) For the purpose of our community we have identified the following specific expressions of love as being among the most desirable.

- **Building Up One Another:** We expect each member of the community to strive consciously to maintain relationships that support, encourage and build up one another. (Romans 15:1-2)
- **Making Allowance for One Another:** Because of our fallenness, difficulties in relationships do occur. In such cases we are to respond with compassion, kindness, humility, gentleness and patience, making allowance for each other and forgiving one another. (Colossians 3:12-13)
- **Caring for One Another:** We are responsible to come alongside those experiencing grief, discouragement, illness, tragedy, or other personal trials. Expressions of bearing one another's burdens include comfort, encouragement, consolation and intercession. (Galatians 6:2)
- **Respecting One Another:** Because of the God-given worth and dignity of persons, each member of the community is expected to be sensitive to the image of God created in every person. Therefore, discrimination against others on the basis of race, national origin, age, gender or disability is not acceptable. Any kind of demeaning gesture, symbol, communication, threat or act of violence directed toward another person will not be tolerated. (Colossians 3:11-14; 1 John 3:14-18)
- **Speaking the Truth in Love:** A community such as ours can be strengthened by speaking the truth to each other with love. Problems in relationships and behavior can be resolved constructively by confronting one another in an appropriate spirit. If the welfare of the one being confronted is paramount and if the confronter is motivated by and acting in love, the process can produce growth. (Ephesians 4:15)
- **Reconciliation, Restoration and Restitution: Healing** broken relationships is necessary for a healthy community. When relationships have been harmed, regardless of the reason, individuals are expected to reach out to one another, forgive one another, restore relationships and make restitution. (Matthew 5:23-24; 18:15-17)

## **Responsibilities for Individual Attitudes and Behavior**

- **Attributes of the Heart:**

Scripture gives us mandates for daily living through the Ten Commandments and the Sermon on the Mount. (Exodus 20:2-17; Matthew 5-7) In addition, Scripture teaches that certain attributes are available to individuals through the Holy Spirit. These attributes include: "love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. Against such things there is no law." (Galatians 5:22-24 NIV) This "fruit of the Spirit" is to be sought, encouraged and demonstrated in our relationships. We are also called to live lives characterized by peace and holiness. (Hebrews 12:14) In contrast to encouraging these positive attributes of the heart, Scripture condemns injustice and attitudes such as greed, jealousy, pride, lust, prejudice and hatred. Although these attitudes are sometimes difficult to discern, they can hinder relationships with God and others and lead to unacceptable behavior. (Galatians 5:19-21; Ephesians 4:31; Micah 6:8)

- **Prohibited Behaviors**

Certain behaviors are expressly prohibited in Scripture and therefore are to be avoided by all members of the community. They include theft, lying, dishonesty, gossip, slander, backbiting, profanity, vulgarity, crude language, sexual immorality (including adultery, homosexual behavior, premarital sex and involvement with pornography in any form), drunkenness, immodesty of dress and occult practice. (Mark 7:20-23; Romans 13:12-14; 1 Corinthians 6:9-11)

- **Academic Integrity and Truthfulness**

As a Christ-centered University community we apply biblical responsibilities for honesty to all forms of academic integrity. Plagiarism is forbidden; we expect truthfulness and fidelity to be expressed in every learning context. (Luke 16:10; Ephesians 4:25)

- **Submission to Civil Authority**

In keeping with scriptural admonitions to bring ourselves under the authority of government, members of the Taylor community are expected to uphold the laws of the local community, the state and the nation. An exception would be those rare occasions in which obedience to civil authorities would require behavior that conflicts with the teaching of Scripture. On such occasions, each individual would submit voluntarily to the penalty for his or her behavior. (Romans 13:1-7) Behavior resulting in arrest on or off campus is subject to review within the University's disciplinary procedures.

## **University Expectations**

In addition to subscribing to the section on Biblical Responsibilities, members of the Taylor University community voluntarily commit themselves to the following expectations of behavior. This commitment results from the conviction that these expectations serve the common good of the individual and the institution. These expectations are not set forth as an index of Christian spirituality, but rather as values and standards of the Taylor community and guidelines that serve to preserve the ethos of the campus communities. Furthermore, they reflect our commitment to helping each member of the community grow in maturity and in the ability to make wise choices. Because of the importance of trust and responsibility to one another, violations of these expectations are regarded as a serious breach of integrity within the community. The following expectations apply to all members of the campus communities: the faculty, staff, and students of Taylor University.

- **Worship**

Corporate worship, prayer, fellowship and instruction are essential for our community. Therefore, students, faculty and administrators are expected to attend chapel. Faithful participation is understood as a mature response to our community goals. We expect that individual honor and commitment to the Taylor community will motivate us to attend chapel. In addition, members of the community are encouraged to participate in the life of a local church.

- **Lord's Day**

Members of the community are to observe this day as a day set apart primarily for worship, fellowship, ministry and rest. While activities such as recreation, exercise and study may be a part of the day, "business as usual" relative to University programs and services will not be sanctioned or encouraged.

- **Entertainment and Recreation**

The University expects its members to use discretion and discernment in their choices of entertainment and recreation (some examples include media, Internet usage, and games). Each year, Student Development may sponsor a limited number of on-campus dances for the campus community. The University also considers the following forms of dance as acceptable for the campus community: sanctioned folk dances, dances that are designed to worship God, dancing at weddings, and the use of appropriate choreography in drama, musical productions and athletic events. In order to preserve and enhance our intentional community, other social dancing is not permitted on or away from campus. Activities and entertainment that are of questionable value or diminish a person's moral sensitivity should be avoided. Consideration for others and standards of good taste are important, and all activities should be guided by this principle.

- **Illegal and Legal Substances**

Taylor University prohibits the possession, use or distribution of illegal substances and the abuse or illegal use of legal substances, including prescription and over-the-counter medication.

- **Tobacco**

Recognizing that the use of tobacco is injurious to one's physical health, members of the campus communities will not possess, use, or distribute tobacco in any form on or off campus. In addition, our campuses are smoke free.

- **Alcoholic Beverages**

The community recognizes the potential risk to one's physical and psychological well-being in the use of alcoholic beverages. It also recognizes that use of alcoholic beverages can significantly and negatively impact the community. Accordingly, faculty, staff and students will refrain from the use of alcoholic beverages. Alcoholic beverages are not served at any University functions or programs on or off campus.

- **Gambling**

Gambling (the exchange of money or goods by betting or wagering) is viewed as an unwise use of God-given resources and is not acceptable in any form.

- **Respect for the Property of Others**

Members of the community are expected to respect the property of others, including University property, private property on and off campus, and public property. The intellectual property of others is also to be respected.

- **Policies and Procedures**

Compliance with day-to-day policies and procedures of the community is expected from members. These routine items are listed in the Student Life Handbook, the Master Policy Manual, and the University catalog.

### **Application**

The University affirms that the Biblical Responsibilities and University Expectations outlined herein lead to responsible citizenship and positive and healthy lifestyle, and they support the fulfillment of the University mission. While members of the community are encouraged to follow the principles of this LTC throughout the year, it is specifically applicable for students while they are actively engaged in the educational mission (Fall Semester, Interterm, Spring Semester and Summer Term, including Thanksgiving and spring breaks) or are representing Taylor in any off-campus events. For employees, it is specifically applicable during the periods of their service or employment contracts.

### **Conclusion**

The book of Colossians provides an appropriate summary of the goals for our community:

*"Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience. Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you. And over all these virtues put on love, which binds them all together in perfect unity. Let the peace of Christ rule in your hearts, since as members of one body you were called to peace. And be thankful. Let the message of Christ dwell among you richly as you teach and admonish one another. . . . And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him." (Colossians 3:12-17 TNIV)*

Approved by the Taylor University Board of Trustees 02/15/2013

### **Multicultural Philosophy Statement**

We believe in equality of all people as imbedded in biblical teachings and as an integral part of Christian commitment. We acknowledge that this is affirmed in the Constitution of the United States of America. We believe in an environment in which people can live and work cooperatively, valuing the multiple cultures from which they have come without violating institutional values. We believe in multicultural education as an interdisciplinary effort to prepare graduates who understand, appreciate, and work effectively with those who are different from themselves. We believe in global interdependence, implying the need to graduate individuals capable of functioning as global citizens.

### **Sanctity of Life Statement**

Scripture affirms the sacredness of human life, which is created in the image of God. Genesis 1:27 NIV states: So God created man in His own image, in the image of God He created him; male and female He created them. Therefore, human life must be respected and protected from its inception to its completion.

## Accreditation and Memberships

Taylor University has been accredited by the Higher Learning Commission since 1947 (<http://www.ncahlc.org>, 312-263-0456). Since 2004, the Academic Quality Improvement Program (AQIP) has been the University's HLC accreditation pathway (<https://www.hlcommission.org/Pathways/aqip-overview.html>). In 1998, Taylor was approved to offer online associate degrees, and in 2006 the online BBA degree was approved. In 2003, Taylor was approved to offer graduate programs. The University was accredited by the National Council for Accreditation of Teacher Education-Indiana Professional Standards Board in 1962, the National Association of Schools of Music in 1970, and the Council on Social Work Education in 1980. Additional institutional accreditations associated with individual programs include the Accreditation Council for Business Schools and Programs (ACBSP) in 2016, and the Engineering Accreditation Commission of ABET in Computer Engineering in 2007, Engineering Physics in 2007 (continuing through September 2018), and Engineering in 2015. All accreditation documents are maintained in the Office of the Provost.

Taylor University memberships include:

- American Assembly of Collegiate Schools of Business
- American Association of Colleges for Teacher Education
- American Association of Collegiate Registrars and Admissions Officers
- American Association of University Women
- American Council on Education
- Association for the Advancement of Sustainability in Higher Education
- Association of American Colleges and Universities
- Christian College Consortium
- Christian Leadership Alliance
- Commission on English Language Program Accreditation
- Community Foundation (Marion)
- Council for Christian Colleges and Universities
- Council of Independent Colleges
- Council on Law in Higher Education
- Council on Undergraduate Research
- Evangelical Council for Financial Accountability
- The Forum on Education Abroad
- Fulbright Association
- Grant County Economic Growth Council
- Higher Learning Commission
- Independent Colleges and Universities of Indiana
- Indiana Campus Compact
- Indiana Chamber of Commerce
- Indiana Consortium for International Programs
- Institute of International Education
- Lilly Fellows Program
- Midwestern Association of Graduate Schools
- Moody's
- National Academic Advising Association
- National Association of College and University Business Officers
- National Association of Intercollegiate Athletics
- National Association of Student Financial Aid Administrators
- NAFAA: Association of International Educators
- Scholarship America

### Christian College Consortium

To provide a variety of professional and academic experiences for faculty and students, Taylor maintains membership in the Christian College Consortium uniting thirteen Christian liberal arts colleges with programs similar to those of Taylor. Of special interest to Taylor students are the opportunities for semester visiting-student options on the other campuses and cooperative off-campus/international programs. The following institutions are included in the consortium:

- Asbury University
- Bethel University
- George Fox University
- Gordon College
- Greenville College
- Houghton College
- Malone University
- Messiah College
- Seattle Pacific University
- Taylor University
- Trinity International University
- Westmont College
- Wheaton College

### Council for Christian Colleges and Universities

Taylor University is one of 180 colleges and universities that comprise the Council for Christian Colleges and Universities, a Washington, D.C.-based organization founded in 1976. The CCCU's primary focus is to help its member institutions pursue excellence through the effective integration of biblical faith, scholarship, and service. The council sponsors semester programs for qualified students from its member schools. These offerings include:

- American Studies Program (Washington, D.C.)
- Australia Studies Centre
- Contemporary Music Center (Nashville, TN)
- Latin American Studies Program (Costa Rica)
- Los Angeles Film Studies Program
- Middle East Studies Program (Amman, Jordan)
- Oxford Summer Programme
- Scholars' Semester in Oxford (Oxford, England)
- Uganda Studies Program



## Campus Location and Facilities

### Campus Highlights

Taylor University is nestled in the rural gentleness of Upland, Indiana, population 3,845 (2010 census). Taylor's quiet location adds to its charm, yet Upland's central location, just four miles from Interstate 69 between Indiana's two largest cities (Indianapolis and Fort Wayne), gives students quick access to the cultural diversity of larger communities.

Taylor's borders are as wholesome as the setting itself including residential areas, the Upland Health and Diagnostic Center, and the Avis Corporation, along with many natural settings such as Taylor Lake spanning eight acres, the Avis-Taylor Prairie Restoration Project, and the 65 acre beautifully preserved Arboretum. The University also owns 668 acres northwest of campus which have added an additional 80 acres of arboretum space.

The campus is spacious and scenic with many points of interest. In the heart of the campus rests the Zondervan Library, housing the Engstrom Galleria, a bright and open walk-through frequently used to host receptions and to display traveling works of art, and the University archives. The archives is home to much of Taylor's history as well as the Edwin W. Brown Collection featuring the life and works of C. S. Lewis, George MacDonald, Dorothy L. Sayers, Charles Williams, and Owen Barfield.

Upon leaving the north entrance of the library, the Rice Bell Tower is visible immediately north, symbolizing our commitment to spiritual integrity and academic quality. A brief stroll north from the bell tower will reveal the Samuel Morris statues. Designed by Ken Ryden and erected in October 1995, these statues symbolize the process of enlightenment Morris experienced as he journeyed from being a tribal prince to a slave, to a student in America with a burden to share the message of God's grace. Through Ryden's work, Samuel Morris continues to inspire the Taylor community. The statues adjoin the Modelle Metcalf Visual Arts and Rupp Communication Arts Centers (housing the 320-seat Mitchell theater—Taylor's theatrical history includes classics as well as original productions written by Taylor alumni and students), and the Smith-Hermanson Music building.

In the center of campus is the Rediger Chapel/Auditorium, home for our great chapel program. The LaRita Boren Campus Center surrounds the Rediger Chapel/Auditorium. This new facility is the home for our student development program as well as a community space for our students, staff, parents, and alumni to gather; it also houses the Campus Store Express and food and beverage establishments including the Jumping Bean, Fresh, Dashi, Emma and Charlie's, and Chick-fil-A. Just south of the Bell Tower is the Zondervan Library.

To the north are more residence halls including Samuel Morris Hall, Swallow Robin Hall, the more recently added Wolgemuth Hall (35,970 square feet of apartment-style units for 92 students), and Campbell Hall (19,167 square feet of apartment space for 60 student beds). The Freimuth Administration building is the home of several administrative functions for students and staff alike. The historic quad houses Helena Hall (home of our President, Provost, and Admissions functions), Sickler Hall, and Ayres Memorial Hall. Also in the north part of campus is "the dome," housing the Campus Store.

On the east side of campus is the Nussbaum Center, our original home for the sciences. Perched atop the Nussbaum Science Center is the observatory featuring two new reflecting telescopes: a 10-inch Celestron and an 8-inch Meade. Both have motor mounts for all-night star tracking. The Euler Science Complex includes 127,000 square feet and connects to the north side of the Nussbaum Center. The science program space includes a green roof, geothermal heating and cooling, photovoltaic solar and wind electrical power generation, a heliostat, and a systems monitoring workshop. The lower level is home to the Education Department as well. The Reade Liberal Arts building houses many of our foundational core programs.

The south side of campus is known for housing and serving our students via Breuninger Hall, Wengatz Hall, Olson Hall, English Hall, Gerig Hall, and Bergwall Hall—all student resident spaces. Attached to Bergwall Hall is the Hodson Dining Commons, which has recently undergone transformation in food serving centers.

To the west lies our combination of artificial and natural turf athletic fields (baseball, football, track and field, softball, and soccer). Odle Arena is our competition floor and attached is our wonderful Kesler Student Activities Center (KSAC). An addition to KSAC, the Eichling Aquatics Wing, houses the indoor lap pool and the academic Kinesiology program.

Prayer is an important feature of our campus life and facilities. In the heart of campus, just southwest of the library, is the Memorial Prayer Chapel that honors the lives of students and staff from Taylor University. On the southwest corner of campus, students seeking solitude may wish to visit the prayer deck. Secluded among the greenery of Taylor Lake and overlooking the water, the prayer deck is a popular spot for meditation and Bible study. The original prayer chapel, presented by the graduates of 1950 and class sponsor (and future president) Milo A. Rediger, is located on the northeast side of campus in Sickler Hall and offers a spiritual respite.

Students taking a slight detour from campus will earn a very sweet reward—Ivanhoe's, offering over 100 ice cream sundaes, shakes, and treats. This hometown eatery has been an Upland attraction since 1965.

## Academic Facilities

The **Ayres Alumni Memorial Building**, remodeled in 2005, is a 19,000-square-foot facility housing the Center for Research and Innovation (CR&I), and the Bedi Center for Teaching and Learning Excellence (CTLE). It was named for Burt W. Ayres who served Taylor as professor and administrator for nearly 50 years. Several academic offices and the Masters in Higher Education Offices are located in the Kenyon Educational Center on the lower level, along with the University's telecommunications network and staff; the CTLE and SCGE share the main level which includes a faculty seminar room, and the offices for the directors and staff. One large state-of-the-art classroom and two smaller classrooms are also located on the main floor. Psychology faculty offices and a reception area are located on the third floor.

Located in the KSAC, the **Eichling Aquatics Wing** houses the indoor lap pool and the kinesiology program.

The **Euler Science Complex** was completed in 2012. This facility includes 127,000-square-foot of science program space in a four-story building, including an undesignated lower level, a green roof, a 9,175-square-foot atrium, and space for science offices, classrooms, and labs for biochemistry and chemistry, biology, computer sciences, elementary and secondary education, engineering, mathematics, physics, and public health. The building is LEED gold certified and utilizes wind turbines and a photovoltaic solar array for green power, as well as a heliostat for natural lighting, and a systems monitoring workshop.

**Modelle Metcalf Visual Arts Center** opened in February 2003. The 38,000-square-foot center provides specialized art studio and classroom space, a state-of-the-art computer graphic arts lab and audio-visual classrooms, and a secure gallery adjacent to the Mitchell Theatre. The Tyndale Galleria provides space for students to display creative work. This building features dedicated spaces specifically designed and outfitted for instruction in painting, sculpture, ceramics, printmaking, metals, photography, drawing, and graphics. In addition, an outdoor sculpture garden is planned to enhance the campus on the north side of the building. Along with the Zondervan Library, the entire fine arts complex occupies the center of campus, signifying Taylor University's commitment to the fine arts as a central component of a Christian liberal arts college.

**Nussbaum Science Center** is named for Dr. Elmer N. Nussbaum, professor of physics for 31 years at Taylor. This 45,000-square-foot structure continues to support biology, chemistry, computer science, math, physics and general purpose classrooms; laboratories; the observatory; faculty lounges; professional writing; and computer information services for the University primarily on the lower level.

**Randall Environmental Studies Center** is a state-of-the-art teaching and research facility located at the west edge of campus on the grounds of the University arboretum. It was constructed in 1992 and named for Dr. Walter Randall, a Taylor trustee and former medical professor. The 20,000-square-foot structure serves the needs of the environmental science department with specialized laboratories equipped for biotic analysis, satellite image retrieval, computer mapping, soil analysis, and plant systematics. A trail system, a natural history museum, and greenhouse facilities are also a part of this center. The nearby Avis-Taylor Prairie Restoration Project provides additional teaching and research opportunities.

**Reade Memorial Liberal Arts Center**, named for Thaddeus C. Reade, president of Taylor University (1891-1902), is a 35,000-square-foot facility containing a computer lab, faculty offices, and classrooms for Biblical literature, business, Christian ministries, English, history, international studies, Spanish, social work, sociology, and TESOL, as well as political science, economics, and philosophy.

**Rupp Communication Arts Center** was completed in 1994 and named for Taylor benefactors Ora and Herma Rupp of Archbold, Ohio. This 45,000-square-foot facility houses the 320-seat Mitchell Theatre, television and radio studios, yearbook and campus newspaper offices, journalism lab, and offices and classrooms for communication, film and media production, journalism, public relations, and theatre. The yearbook.

**Smith-Hermanson Music Center**, a 23,000-square-foot structure, is a sound-proof facility. Named for Nellie Scudder Smith, a friend of Taylor University, and for former professor of music Edward Hermanson and his wife Dr. Louella Hermanson (also a musician), the building houses teaching studios, classrooms, rehearsal rooms, practice rooms, faculty offices, conference rooms, and faculty and student lounges. The 250-seat Butz-Carruth Recital Hall boasts a Boesendorfer grand and Steinway pianos and is designed to provide the best possible acoustical qualities.

## Zondervan Library

The Zondervan Library sits in the center of campus, representing its centrality to the mission of the University and the success of academic pursuits. The Library provides information resources, services, and connections for students, faculty, and staff while striving to support curricular needs, to nurture intellectual curiosity, and to promote spiritual development.

The Library offers a variety of services to connect students with reliable, scholarly resources for their academic pursuits. In addition to books, periodicals, CDs and DVD collections within the Library's walls, we have a multitude of electronic resources, including full-text journal databases, eBooks, and indexes to journal and other periodical literature. Virtually all of these electronic resources are available both on- and off-campus to anyone with a valid Taylor network username and password. Zondervan Library is connected to hundreds of libraries around the world in order to provide even more resources to our users. By requesting materials through Interlibrary Loan (linked from the Library's home page), users can get access to nearly any book or article needed, usually within a week or two. The Library's web site, <http://library.taylor.edu>, organizes and presents various research resources including the WorldCat Research Station in a usable manner to facilitate easy access. In addition to these resources, there are links to the Library's hours and policies. The Library encourages user feedback through the Comments and Suggestions form, and provides a means to request a resource for the Library to purchase with the Request a Resource Be Added to the Library form.

One of the goals of library faculty is to teach students skills in locating and evaluating information, as these will prove useful in every career and serve as a foundation for life-long learning. This happens through classroom instruction about information research strategies and specific tools for course-related assignments, as well as through small group and individual encounters. Walk-up research assistance is available from the Ask desk, which is situated directly inside the Library's main entrance and is staffed approximately 70 hours per week by librarians and assistants who are there to help Library users with any type of research or information resource question. Librarians can also be reached by email via the Ask-a-Librarian form on the web site and by phone at 8-HELP (765-998-4357).

Many instructors put materials on Reserve in the Library for students to check out. These resources are located behind the Borrow desk on the main level and can be used within the library for three hours at a time. Also available at the Borrow desk are laptop computers equipped for students' research and writing needs.

In addition, the Flood Lab is a computer lab with 24 stationed laptops available on the main level of the Library. Equipped with MS Office programs and several others useful for academic purposes, this room provides a quiet work area for individuals and small groups. The Flood Lab is occasionally used for classes, but most of the time is available for student computer use.

Groups can make use of 15 study rooms located on both the main and upper levels. While most of the rooms can hold 2-4 people comfortably, several new study rooms on the upper level of the Library accommodate larger groups of up to 12. Five upper level rooms are equipped with widescreen monitors to which DVD/VHS players are connected and laptops can connect. These also have campus cable available, so students can watch videos their professors provide on the network cable system. These rooms are great places to work on group presentations and projects. Most are available on a first come, first served basis, except for Rooms 201 and 203 which can be reserved (easily seating 10 and 12 people, respectively). Two rooms on the lower level, the Rice Lounge and the Hillis Room, holding 20 and 12 persons, respectively, can be reserved for evening and weekend use.

Zondervan Library houses a distinctive collection of materials—the Edwin W. Brown Collection, which is a component of the Center for the Study of C. S. Lewis and Friends, located on the lower level. This collection includes books by and about C. S. Lewis, George MacDonald, Charles Williams, Dorothy L. Sayers, and Owen Barfield. The core of the collection includes many first and rare editions. Also included are about 70 personal letters written by Lewis.

The **Academic Enrichment Center** located in the northwest area of the library has personnel and technology to provide individual instruction for improving reading comprehension, writing, and math computation skills, and individual help for achieving academic success. All students are encouraged to visit the AEC.

**Academic Support Services**, located within the Academic Enrichment Center, provides services for students with disabilities. Services may include assistance with note taking, alternative testing, books on tape, or other accommodations deemed reasonable and necessary by qualified professionals. To receive these services, a student must provide documentation of his or her disability. Personnel also coordinate the peer-tutoring program available to the general student body.

The mission of the **University Archives** is to collect, preserve, and make accessible the history and heritage of Taylor University beginning with its inception as Fort Wayne Female College in 1846 through present day. The University Archives fulfills its mission and supports the research of the University's history not only through classroom presentations and assignments but by meeting the research and information needs of students, faculty, staff, alumni, administration, and the general public. Collections housed include yearbooks; campus newspapers and other publications; meeting minutes and reports; syllabi; information on campus buildings, student life, and Taylor-associated individuals; and other documents, artifacts, and multimedia related to the operation of the University. The University Archives is also the designated repository for two non-Taylor collections: Christian College Consortium (CCC) and Association for Christians in Student Development (ACSD).

The **Faculty Connection** is an area devoted to faculty connecting them with support for classroom technology, Blackboard, computer technology, online assistance, research support, and course design.

The **Technology & Learning Connection** provides photo printing, laminating, video editing, media conversion, and other academic technology services and, combined with the Library, provides more than 60 computers for research, writing, web browsing, and email.

The **Writing Center**, located in the Academic Enrichment Center, serves all students in all classes at Taylor, providing one-on-one and small group writing consultations.

### **Service and Non-Academic Facilities**

The **LaRita Boren Campus Center** was completed in April 2016. This wonderful facility brings together the student development programs from multiple buildings on campus. These programs including the Offices of Calling and Career, Campus Ministries, Center for Student Development, Counseling Center, Intercultural Programs, Leadership Programs and Student Programs, Lighthouse, Spencer Centre for Global Engagement (SCGE), Student Activities and Student Services Councils, Taylor Student Organization, and Taylor World Outreach are now located in this centralized space. This facility also provides a 300-seat auditorium, a new food service court including the Jumping Bean, Fresh, Dashi, Emma and Charlie's, and Chick-fil-A, as well as the Campus Store Express. This new facility provides our campus a central place to facilitate discipleship through our student development programs, intentional community interactions, and individual relationships.

The **Boyd Building and Grounds Complex**, built in 1995, is the center of operations for general and vehicle maintenance, housekeeping, building and grounds, and recycling services.

The **Campus Store** is located in the **Student Union** ("the dome") and provides textbooks and other classroom needs, as well as other items such as apparel, greeting cards, and gifts. The Campus Store is also a drop-off and pick-up point for dry-cleaning services.

**Campus Police** is located in the LaRita Boren Campus Center and serves as the center for emergency communication, the police department, campus vehicle registration, identification card/card access systems, and the campus motor pool program.

**Hodson Dining Commons**, named for Arthur and Mary Hodson, Upland philanthropists, serves as the main dining hall for students. Built in 1972 and expanded in 2000, the facility is located on the southwest corner of the campus overlooking Taylor Lake. With the addition of the Nelle Alspaugh Hodson Banquet Facility, the Isely, Heritage, and Braden rooms provide space for special and private group dining.

**Memorial Prayer Chapel**, constructed in 2008, honors those lost in a tragic accident on April 26, 2006, as well as other students and staff who entered eternity while attending or serving Taylor University. This 2,300-square-foot facility has room for corporate prayer for seventy individuals, as well as two ante-rooms that allow for private or small group prayer.

The campus **Post Office** is located in the building directly behind the Freimuth Administration Building. The postal service is for the convenience of the University and not part of the U.S. postal operation.

**Rediger Chapel/Auditorium**, named in honor of Dr. Milo A. Rediger, former professor, dean, and president of Taylor University, was completed in 1976. This spacious and beautiful 1,500-seat facility, formerly Maytag Gymnasium, was remodeled through the generosity of many alumni and friends of the University.

**Taylor Lake**, a picturesque eight acres on the Taylor campus, provides swimming opportunities in summer and ice-skating facilities in winter. Part of the lake is used for studies in ecology, and nearby is a wooded picnic area, beach volleyball court, and prayer deck.

Adjoining the post office is the **University Press** serving off-set printing, desktop publishing, xerographic, and binding needs. Both publishing and outsourcing of specialized projects are provided.

## Student Residences

**Bergwall Hall** was named for Evan Bergwall, Sr., president of Taylor University (1951-1959). It was first occupied during the fall semester of 1989 and currently houses 195 students—women on the third and fourth floors and men on the first and second floors. In the summer of 2017, a significant renovation is upgrading common spaces.

**Breuninger Hall**, was named after Dr. Ruth Ann Breuninger, a beloved faculty member (from 1964-1975) and founder of the Lighthouse ministries, and was constructed in 2013. This new facility is also attached to Gerig Hall and is home for 150 students. Several lounge areas, significant views, and outdoor landscaping areas are an integral part of the design of this facility.

**Campbell Hall**, constructed in 2008 and located on the north edge of campus, consists of fifteen apartments housing 60 students desiring off-campus housing experiences in an apartment-style setting. The apartments are named in honor of Walt and Mary Campbell.

**English Hall**, a women's residence hall housing 226 students, was opened in 1975 and named for Mary Tower English, wife of one of Taylor's most distinguished graduates. English Hall provides private living room areas as rooms are arranged around a suite that is shared by 8-12 women. This residence is located on the south side of the campus near several other residences.

**Gerig Hall** is a four-story residence hall for 96 students. Constructed in 1971, this hall is arranged in a suite style that provides a level of intimacy within the setting of interacting with a larger group of students. The first floor has lounge and office areas; women are housed on the second and third floors and men on the fourth floor. Gerig Hall is named for Lester Gerig, a long-time trustee and Taylor University benefactor. Gerig Hall was remodeled in 2013 to include air conditioning and to create an attachment to Breuninger Hall.

**Haakonsen Hall** was constructed as the student health center in 1975. The building is named after Lily Haakonsen who provided medical care for the students of Taylor University. This space houses a small group of upper-class students.

**Morris Hall** opened in 1998 and accommodates 285 men. This residence hall was designed and built to service the needs of students with such amenities as air conditioning, laundry facilities, study lounges, social lounges, bicycle storage, and an area for off-season storage. Morris Hall is named for Samuel "Sammy" Morris, a late 19<sup>th</sup> century student from the Kru tribe in Africa, who had an enormous impact on campus and his fellow students.

**Grace Olson Hall** was constructed in 1966 and is the largest residence hall, housing 300 women. Olson Hall underwent major renovations in 2006 and 2008. Rooms are arranged along a typical corridor and share a common bath. The hall is named for Grace D. Olson, distinguished history professor at Taylor.

**Swallow Robin Hall** is a residence hall accommodating 70 students. This historic building first occupied in 1917 was remodeled and restored in the fall of 1990. Silas C. Swallow and his wife, whose maiden name was Robin, financed a major portion of the original construction cost for the building and asked that it be named in honor of their mothers.

**Wengatz Hall**, constructed in 1965 with major renovations in 2005 and 2007, houses 266 men and includes several lounges and a recreation room. It was named in honor of Dr. John Wengatz, outstanding Taylor University graduate and pioneer missionary to Africa.

**Wolgemuth Hall**, constructed in 2011 and located on the north edge of campus, consists of 23 apartments housing 92 students desiring off-campus housing experiences in an apartment-style setting. The apartments are named in honor of Sam and Grace Wolgemuth.

## Administrative Buildings

**Ferdinand Freimuth Administration Building**, a 14,000-square-foot structure, was first remodeled during 1972. The first floor houses the offices of the Bursar, Controller, Financial Aid, Institutional Research, Registrar, and University Marketing. Many Advancement functions are located on the second floor. The initial remodeling of this building was made possible by a gift from Ferdinand Freimuth, a Fort Wayne philanthropist.

**Helena Memorial Hall**, built in 1911, is a 10,000-square-foot structure that serves as the University welcome center. The building was remodeled in 1987 and houses the Offices of the President, Provost, and Admissions. Formerly a music building, then an art and theatre building, this structure was named for Mrs. Helena Gehman, an early benefactress of the University.

**Sickler Hall**, the oldest of three remaining original buildings on the Taylor University campus, was built in 1902 with a gift from the estate of Christopher Sickler, an early Taylor trustee. Originally, the building was a residence hall that provided free housing for the children of ministers and missionaries. Later, it served as a science hall and education department center; more recently, it was the location of the communication arts department. Remodeled in 1995, Sickler Hall currently houses the offices of Alumni and Parent Relations, Human Resources, and University Relations; it also includes conference room facilities. A campus prayer chapel is located on the main floor and is open 24 hours a day for meditation and prayer.

## **Athletic, Physical Education, and Recreation Facilities**

The **Field House** is a steel-paneled building providing additional opportunities for kinesiology and athletics. The football locker room; Pete Carlson Intercollegiate Athletic Weight Room; two batting cages for baseball, softball, and golf; classrooms; and football staff offices are contained in this facility.

The **George Glass Track and Field Complex**, dedicated in 1998 to George Glass (Taylor's athletic director and coach of cross country and track for 26 years), has a 440-yard rubberized, all-weather surface and facilities for field events.

**Gudakunst Field** serves as the home for the Taylor softball team and features a newly constructed playing surface with improved drainage, lights, new scoreboard, new brick and net backstop, new press box, and bleachers. The field is located southwest of the Kesler Student Activities Center.

The **Kesler Student Activities Center** opened in the fall of 2004. This 87,000-square-foot facility is named in honor of Dr. Jay Kesler, president emeritus of Taylor University, and his wife Janie. The KSAC contains four college-sized basketball courts (one with a wood floor and three with multipurpose playing surfaces which can facilitate volleyball, basketball, tennis, and badminton), "The Well" fitness center, locker rooms, and a 200-meter indoor competition-level track with Mondo flooring. Eichling Aquatics Wing houses the indoor lap pool and the academic Kinesiology program.

**Meier Tennis Courts** features nine lighted, hard-surface courts, and bleachers.

**Turner Stadium** serves as the home to the Taylor football, men's soccer, and women's soccer teams. The stadium, located north of Odle Arena, is a \$3.5 million complex that includes an artificial game surface, new home and visitor stands, lights, a new scoreboard, and a new stadium entrance. The stadium was renovated in the summer of 2012 thanks to the contributions of a generous donor. In the summer of 2015, a new press box, game day plaza, and additional stadium upgrades were added.

**Odle Gymnasium** was completed in 1975 and named for the late Don J. Odle, coach and professor of physical education, and his wife Bonnie. This 45,000-square-foot facility contains two racquetball courts, an all-purpose room, a newly constructed conference room overlooking the basketball court, classrooms, faculty/coaches offices, and a collegiate basketball and volleyball maple parquet floor court with three cross courts.

The **Taylor Cross Country Course** is located just over a mile west of campus. This championship quality course features both a five kilometer and eight kilometer loop which both meander through fields and wooded areas.

**Jim Wheeler Practice Field** is the practice field for the Taylor football, men's soccer, and women's soccer teams. The artificial surface practice facility is located northwest of Turner Stadium and features a full-sized football/soccer field with lighting for night practices.

The **Winterholter Field** is located centrally and has an artificial infield surface which was renovated in 2012, and the new amenities make this facility an exciting place to watch a baseball game. In the spring of 2015, outdoor lighting was installed and in 2017 a pressbox was added.

## **Computer and Technology Resources**

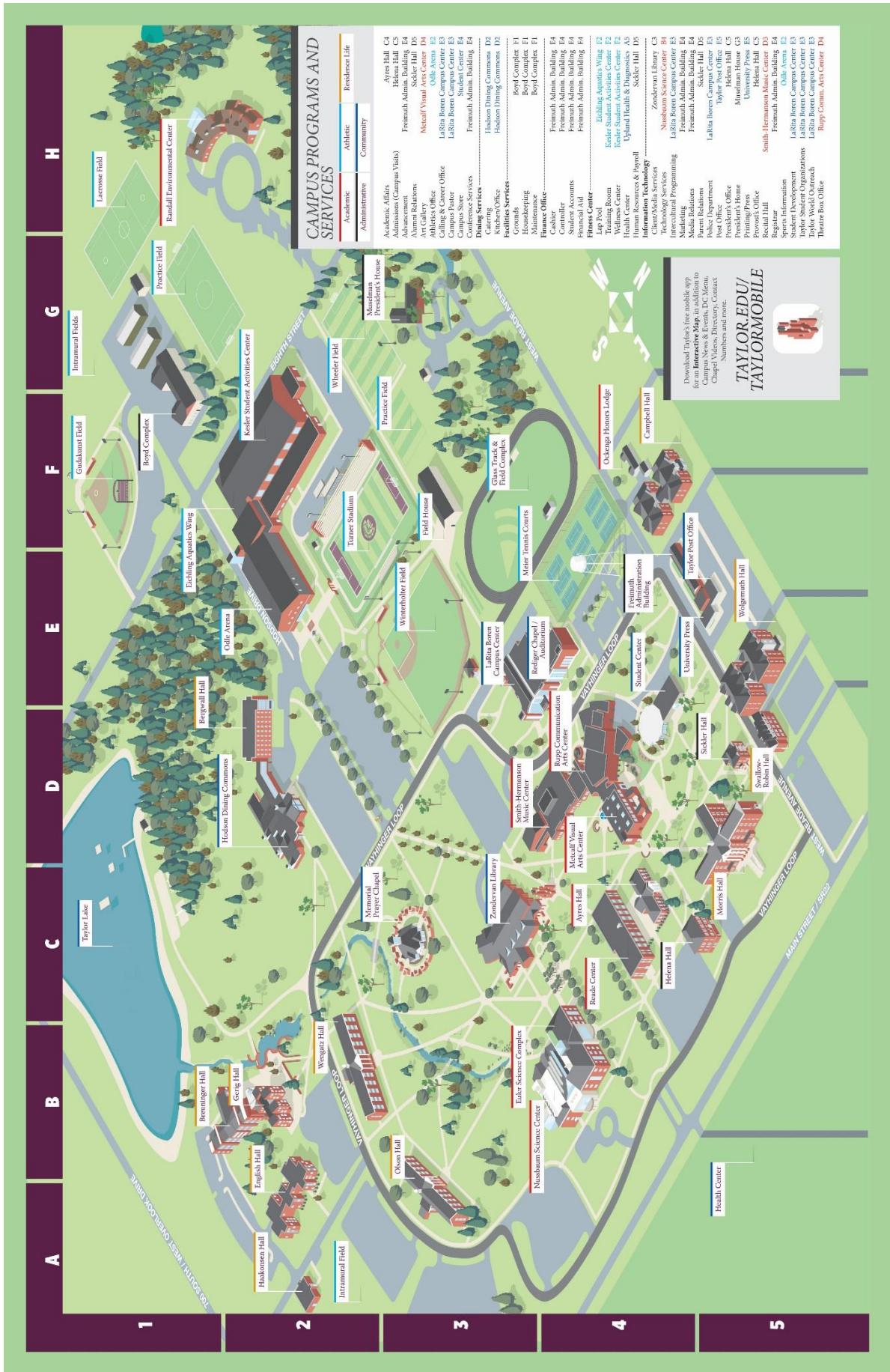
Taylor University strives to keep current in the technology it provides to students and employees. Upon enrollment, every student is provided a network account, email address, and electronic portfolio that can be developed over four years and fine-tuned prior to graduation.

Students can log in to the *myTAYLOR* portal to access their email, campus announcements, news, weather, sports, class schedules, financial aid, billing information, grades, and transcripts, as well as links to their courses. The Blackboard course management system is widely used by professors to supplement class activities and provide online resources for students.

A high priority has been placed on providing technology for teaching and learning. Every classroom is equipped with a projector and multimedia computer technology, providing ready access to presentation software and online resources. All buildings have wireless internet access for students using laptops and mobile devices. Zondervan Library offers the latest in online research capabilities. General-purpose computer labs are available for students from early morning to late at night.

The **Technology & Learning Connection** is the support hub for academic technology and a valuable resource for students and the entire TU community. Located on the main level of Zondervan Library in the center of campus, the Connection offers an impressive array of resources and services including media duplication, scanning, high-quality prints and posters, lamination, digital video editing, audio editing, a professionally-equipped sound studio, and a large selection of audio/video/computing equipment available for check out. Inside the Connection, computer technicians are available to assist with technology and computing needs.

Taylor University is primarily a Windows campus, although specialty areas such as art, film and media production, and music also provide Apple computers. Taylor's network is based on the Windows operating system, as are most University-owned computers, but students bringing Apple computers to campus are able to take full advantage of Taylor resources. Microsoft Office is the standard application suite.



# Academic Calendar

Taylor University's academic year consists of fall and spring semesters, as well as optional January interterm and summer sessions. The typical class period is 50 minutes per credit hour.

Under this schedule, fall semester activities including examinations are concluded prior to the Christmas recess. Classes are conducted each semester for a period of 15 weeks including a 4-day examination period.

The optional January interterm provides students an intensive period of study in a single course or opportunities to study in off-campus centers in the United States and international locations.

Additionally, three summer sessions are available to enhance and supplement students' educational programs and meet special program requirements.

The academic calendar is available online at <http://www.taylor.edu/academics/registrar/academic-calendar.shtml>. Students are responsible for complying with published academic deadlines and regulations as stated in the University schedule of classes, academic calendar, and catalog.

## Instructional Time for Terms

Each credit hour represents 700 instructional minutes during a term. The following chart represents instructional minutes with no breaks included. A minimum of 50 additional minutes should be allotted for a final exam; a separate exam time is already scheduled for the full semester.

Credits	Semester <sup>1</sup>	Half-semester <sup>1</sup>	17-day <sup>2</sup> term	18-day <sup>2</sup> term	24-day <sup>2</sup> term
1	50	100	44	42	31
2	100	200	85	81	60
3	150	300	126	119	90
4	200	400	168	158	119

<sup>1</sup>Minutes indicate total instructional minutes each week of term.

<sup>2</sup>Minutes indicate total instructional minutes each day of term.



# Academic Policies and Regulations

Academic policies and regulations are developed and approved by the faculty of Taylor University and are administered by the Schools and the Registrar. Intended to be rigorous and challenging, these policies and regulations are administered with individualized attention and concern for the educational advantage and well-being of each student.

## Academic Advisors

The purpose of Academic Advising at Taylor University is to assist students in developing educational and career goals that are compatible with their perceived life calling; empower students to accept responsibility and leadership in developing their own educational plans; and aid students in their professional, emotional, and spiritual development.

Students are assigned an advisor from their academic department(s). Students that have not declared a major are assigned an advisor in the Academic Advising Office. The Academic Advising Office advisors also serve as a secondary advisor to students that have declared a major. The Registrar's Office with the assistance of the academic departments and the Academic Advising Office will oversee advisor assignments. All students are required to meet with their advisor prior to registering for courses each semester. Students are expected to be prepared for advising sessions and to be aware of published deadlines and regulations as stated in the University schedule of classes, academic calendar, and catalog.

While Taylor University publishes program information and materials and provides advisors, each student is solely responsible for ensuring that his or her academic program complies with the policies of the University. Any advice that is at variance with established policy must be confirmed by the Registrar's Office.

## Academic Exceptions

Students requesting exceptions to approved academic policy must submit an academic petition to the Office of the Registrar. The student must state his or her request and rationale for the petition and obtain the signatures of the instructor and department chairs, if applicable, and the academic advisor before submission to the Registrar's Office. The Registrar and School Dean will review the petition before action is taken by the Academic Policies Committee, if necessary.

Academic petition forms are available through the Office of the Registrar.

## Academic Grievance

### Preamble

Taylor University is committed to preserving a climate of openness and justice in all areas of academic life. To that end, procedures have been established to provide fair treatment of both any student who registers an academic complaint and any faculty member who has been accused of unfairness toward a student. These procedural guidelines are not contractually binding on the University.

### Definition of an Academic Grievance

Whenever a student has a basis for believing that he or she has been unfairly treated in such matters as grades, course policies or expectations, false accusations of cheating, or inappropriate penalties, he or she may be said to have an academic grievance.

### Procedure

The following steps, based upon the biblical standard of caring confrontation which should be the first step in any dispute, have been identified as necessary for consistency in the grievance process. Any student who feels that unfair treatment may be taking place in his or her academic experiences should follow the established process in sequential steps until there is satisfactory resolution of the program or until the procedures have been exhausted.

### Informal Process

The informal process should be completed within one month of the alleged unfair treatment. Prior to the first appointment with the faculty member involved, the student should have the unfair treatment clearly focused in his or her mind by writing out a concise statement of the problem and the desired resolution. Faculty and administrators who are contacted may ask to see the written statement. By appointment, the student should discuss the issue with the faculty member involved. The student and faculty member may each invite another person to be present. If necessary, the student should discuss, by appointment, the issue with the faculty member's department chair, or the School dean if the faculty member is the department chair.

### Formal Grievance Process

If a formal grievance is deemed necessary, the steps outlined below should be followed:

1. Within one month of the alleged unfair treatment, the student should submit a written statement of the grievance and the desired resolution to the appropriate School dean who will attempt to resolve the grievance through conferences with the parties involved.
2. If the grievance has not been resolved within ten working days from the School dean's receipt of the written grievance statement, the parties involved should meet in consultation with the appropriate School dean.
3. If, after consultation with the parties involved, the student is still dissatisfied with the outcome, the appropriate School dean should assemble, within 20 working days from receipt of the written grievance statement, a grievance committee acceptable to both parties for reviewing the complaint and submitting a recommendation. If the parties cannot agree on an acceptable grievance committee, the appropriate School dean retains full discretion to select the members of the committee. The grievance committee should consist of five voting members including:
  - An administrator (may be a department chair or School dean, but not the head of the involved department or School) appointed to serve as chair by the appropriate School dean;
  - Two students; and
  - Two faculty members.
4. Parties directly affected by the grievance should provide the grievance committee with available data in writing, including summaries of previous conferences and actions, to bring about understanding and a timely recommendation regarding the grievance.



5. The committee should then proceed as follows:
  - Formalize its procedure to hear the grievance;
  - Conduct hearings during which the grievant and the faculty member are given opportunity to present their points of view;
  - Deliberate;
  - Reach a recommendation by a simple majority vote of the committee; and
  - Make a recommendation to the appropriate School dean to either affirm the action which is the subject of the academic grievance, to take no action one way or the other, or to take appropriate corrective action.
6. The committee's recommendation should be made in writing to the appropriate School dean within 15 working days of the committee's appointment.
7. The appropriate School dean should make a decision regarding the committee's recommendation, and should notify the parties in the grievance of the outcome and any resultant action within 48 hours of receiving the committee's recommendation.

*Note: Grievance actions required during calendar periods which are not working days (such as vacation), should be handled as quickly as possible and in the spirit of the "working days" listed above.*

#### **Appeal Procedure**

Either party has an opportunity to appeal the grievance decision to the president of the University within one week of the notification by the appropriate School dean (see item 7 above). Within another week, the president should review the case and render a decision to be transmitted to both parties.

#### **Hearing Procedure**

**Grievant:** The grievant should be allowed to:

- Select counsel any member of the university community willing to serve in this capacity;
- State his or her grievance, including submitting evidence of its existence;
- Call as witnesses current members of the university community who consent to speak; and
- Question anyone who participates in the grievance process.

**Faculty Member:** The faculty member should be allowed to:

- Select counsel any member of the university community willing to serve in this capacity;
- Respond to the grievance in every particular including submitting evidence to support the action or decision provoking the grievance;
- Call as witnesses current members of the university community who consent to speak; and
- Question anyone who participates in the grievance process.

#### **Exceptions**

If a grievant perceives a conflict of interest in any of the steps, he or she may proceed to the next step. If this process cannot be followed due to the unavailability of the faculty member, the appropriate School dean may ask the immediate supervisor of the faculty member to assume responsibility for answering the grievance.

Additional information can be viewed at this webpage: <https://www.taylor.edu/about/services/student-consumer-information/student-complaint-resolution.shtml>.

### **Academic Integrity**

As a Christ-centered intentional community, everything we do and say reflects our identity in Christ and our position as a part of this community; thus, integrity in all areas of life is critical to our own spiritual life and is equally critical to the life of the Taylor community.

Academic dishonesty constitutes a serious violation of academic integrity and scholarship standards at Taylor that can result in substantial penalties, at the sole discretion of the University, including, but not limited to, denial of credit in a course as well as dismissal from the University. Any act that involves misrepresentation regarding the student's academic work or that abridges the rights of other students to fair academic competition is forbidden. Academic dishonesty includes, but is not limited to, cheating on assignments or exams, plagiarizing, submitting the same (or substantially the same) paper in more than one course without prior consent of all instructors concerned, depriving others of necessary academic sources, sabotaging another student's work, and using without attribution a computer algorithm or program. In short, a student violates academic integrity when he or she claims credit for any work not his or her own (words, ideas, answers, data, program codes, music, etc.) or when a student misrepresents any academic performance. All major acts of academic dishonesty, as defined herein, must be reported by the faculty member to their School dean and the Office of Student Development. Departments or professors may have discipline- or course-specific policies.

#### **Plagiarism**

*Definition: In an instructional setting, plagiarism occurs when a person presents or turns in work that includes someone else's ideas, language, or other (not common-knowledge<sup>1</sup>) material without giving appropriate credit to the source.<sup>2</sup>*

Taylor distinguishes between major and minor plagiarism infractions. Examples of minor infractions include inappropriate or inadequate citing or not crediting ideas from class readings. Examples of major infractions include taking significant portions of text from any source with no attribution or having a peer help write the paper. Taylor also distinguishes between collaboration, writer's feedback, and plagiarism. Collaboration and getting feedback on one's own writing are essential parts of the writing process; however, having a text altered for the writer is not. The level of appropriate collaboration on individual writing assignments is up to each professor; and each professor should make it clear to his or her students what level of collaboration is appropriate for each writing assignment (e.g., brainstorming with other classmates for ideas). Writer's feedback means having a peer or a Writing Center tutor work with the student to provide suggestions for revision in ways that allow the student author to maintain ownership; this is *not* plagiarism. However, having a peer make changes to the organization, ideas, paragraphs, or sentences for the student demonstrates a level of ownership over the work; thus, these acts would be considered plagiarism.

**Plagiarism Policy:** All major acts of plagiarism must be reported by the faculty member to the appropriate academic School dean and Student Development. The student and faculty member involved will receive a copy of the completed plagiarism incident report. All incident reports will be archived in both the academic School and Student Development and will be viewed and used solely by the deans of these offices to track plagiarism incidents in order to catch patterns of behavior. This tracking will affect student consequences for any additional plagiarism incidents reported and may affect recommendations for off-campus student activity participation. Plagiarism records in the academic School office and Student Development will be destroyed along with all other student records according to their respective policies.

<sup>1</sup> **Common knowledge** means any knowledge or facts that could be found in multiple places or as defined by a discipline, department, or faculty member.

<sup>2</sup> **Adapted from the Writing Program Administrators' "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices."** <http://www.wpacouncil.org>

## Academic Load

### Fall/Spring Semesters

Registration for 12+ credit hours during the fall or spring semesters constitutes full-time enrollment status. A normal academic course load is 14-16 hours per term. Students with a minimum grade point average (GPA) of 2.00 may carry 17 credit hours.

An academic load greater than 17 hours requires a minimum GPA and authorization from the Office of the Registrar. A minimum GPA of 3.00 is necessary to carry 18 hours; 3.30 GPA for 19 hours; and 3.60 GPA for 20 hours (*the maximum load permitted*). An additional tuition charge will be assessed per credit hour above 17 hours per term.

### Interterm

Registration for 3-4 hours is considered a normal load for January interterm; the maximum load is 5 hours and requires a minimum GPA of 3.00 and authorization from the Office of the Registrar. An additional tuition charge is assessed for the fifth hour.

### Summer Terms

A normal academic load during the May-June summer term (18 days) is 3-4 credit hours; the maximum load is 5 hours and requires a minimum GPA of 3.00 and authorization from the Office of the Registrar.

A normal course load during the June-July summer term (24 days) is 3-6 credit hours. Carrying 7 credit hours requires a minimum GPA of 3.00 and authorization from the Office of the Registrar; the maximum load is 8 hours which requires a minimum GPA of 3.60 and authorization from the Office of the Registrar.

The maximum course load for all summer terms combined is 12 credit hours which includes all transfer credit, Taylor University Online (TU Online), and correspondence courses, as well as Taylor University courses. Registration for 12 credit hours of Taylor courses constitutes full-time enrollment status for summer.

Experiential education (*e.g., practicum; internship; field and travel studies*) and directed research courses are only offered during the 12-week full summer term.

Candidates for summer graduation may participate in May Commencement provided they have submitted an approved plan with no more than 8 credit hours remaining to be completed by the official summer graduation dates.

## Academic Progress Policy

A student who meets the minimal GPA requirements as indicated in the chart below is considered to be a student in good academic standing. A student who falls below the minimum required GPA is placed on academic probation and enters a special advisement program under the direction of the Academic Enrichment Center and the academic advisor. For students not in good academic standing, notification will be sent by the Registrar to students and their advisors through campus email and letters will be mailed to students' permanent addresses within one week following submission of final grades by faculty.

Cumulative Earned Hours	Minimum Required GPA
00.00-12.99	1.60
13.00-30.99	1.70
31.00-44.99	1.80
45.00-60.99	1.90
61.00 +	2.00

The faculty, staff, and administration of Taylor University are committed to helping students be successful in their personal, spiritual and intellectual lives. As such, the GPA of each student is reviewed twice annually at the end of the fall and spring semesters to determine whether action needs to be taken with respect to probationary status.

Students placed on probation have one semester in which to meet good academic standing as indicated in the chart above. Reevaluation does not take place after January or summer terms. Failure to reach the minimum requirements in the following semester results in suspension from the University, unless during that semester the student achieves a term GPA of 2.30. Students who earn a 2.30 term GPA may be placed on extended probation and allowed to remain at the institution for the subsequent semester. Students on extended probation are not eligible to receive financial aid and are required to enter a special advisement program under the direction of the Academic Enrichment Center and the academic advisor.

First-time suspension is for one academic semester; a second-time suspension is for one academic year (consecutive fall and spring semesters). Students may apply for readmission following the applicable suspension period. Readmission is not automatic and requires the approval of several offices on campus, starting with the Office of Admissions. Students must present evidence that they are academically prepared to return to Taylor. Additionally, readmitted students will be placed on extended probation requiring reentrance to the special advisement program under the director of the Academic Enrichment Center and the academic advisor and are not eligible for financial aid during the return semester.

Academic probation and suspension carry additional related consequences:

- Eligibility for financial aid is affected by academic standing. Probationary and suspended students should check with the Office of Financial Aid regarding academic progress regulations pertaining to their financial aid.
- No student on academic probation may apply for any off-campus study programs.
- No student on academic probation may enroll in distance learning or independent study courses unless repeating a course.
- No academically suspended student may enroll in any Taylor courses, including those offered by Taylor University Online (TU Online).
- In some cases, it may be advisable for a suspended student to enroll in courses at another institution in order to demonstrate that he or she is prepared to achieve better academic work prior to readmission to Taylor. Students should consult with the Registrar in advance of such enrollment.

Contact the Office of the Registrar for additional information regarding academic progress.

## Advanced Placement and Credit by Examination

Students may qualify for advanced placement and college credit by satisfying the standards set by individual departments to pass the College Board Advanced Placement Examinations (AP), the College Level Examination Program (CLEP), the International Baccalaureate (IB) credit at the higher level, and Cambridge General Certificate of Education Advanced Level Examinations (GCE A-Level).

Students may be eligible for placement at the next level of the college sequence and may receive college credit if the overall quality of their performance merits such recognition. A maximum of 30 hours of advanced placement and credit by examination may be applied to meet graduation requirements. Score levels vary between subjects; score levels considered passing may be obtained by visiting <http://www.taylor.edu/academics/academic-testing-and-placement>.

For additional information regarding advanced placement and credit by examination, contact the Offices of the Registrar and Academic Assessment.

### Advanced Placement Examinations (AP) and College Level Examination Program (CLEP)

Prior to entering Taylor, students interested in AP or CLEP testing credit should contact the Office of Academic Assessment to request information regarding testing policies, fees, deadlines, and limitations.

AP credit must be elected and the transcript posting fee paid in the student's first semester at Taylor. CLEP exams should be taken, credit elected, and transcript posting fee paid for prior to reaching senior status at Taylor.

Refer to **English/Writing Proficiency and Requirements** on page 40 for specific policies, procedures, and deadlines related to AP/CLEP credit for ENG 110 Expository Writing. Refer to **Language Requirements for Bachelor of Arts Degree** on page 34 for information regarding CLEP credit for intermediate language.

### International Baccalaureate (IB)

International Baccalaureate is a rigorous pre-university course of study that leads to examinations. For a student to obtain IB credit, the courses must be at the higher level (HL), scores must be 5 or higher, and the transcript posting fee must be paid; courses for the major are subject to departmental review. Official transcripts must be requested from the IB office, not the high school; syllabi may be required if the course subject has not been reviewed recently.

### Cambridge General Certificate of Education Advanced Level Examinations (GCE A-Level)

GCE A-Level credit may be awarded with a grade of D or higher. Students must submit a certified copy of the examination certificate and examination syllabus to the Office of the Registrar. Credit will not be awarded on the basis of a results slip. Academic departments must approve credit for exams and the transcript posting fee must be paid.

## Class Attendance

Students are expected to attend all sessions of classes for which they are registered. Unexcused absences (without permission to make up work) must not exceed the equivalent of one absence per credit hour of the course. The number of class period absences will depend on the nature of the class meeting schedule. For a three hour three day per week class, this would be three class period absences. For a three hour two day a week class, this would be two class period absences. For a four hour four day per week class, this would be four class period absences. The penalty for excessive absences (defined below) is communicated in each course syllabus. Students are responsible for obtaining and understanding the attendance policies for each of their courses. When courses are added after the first course meeting, any class sessions that have already been missed may be counted as unexcused absences.

The **Unexcused Absences** are designated for such reasons as travel difficulties, bad weather, conflicting schedules, oversleeping, job or graduate school interviews (beyond the allotted number), minor untreated sickness, or routine non-emergency doctor or dental appointments. Please note that most illnesses such as sore throats, ear infections, colds, or stomach problems are minor and do not require the attention of a medical professional. These absences are unexcused absences. If a medical professional believes an illness to be sufficiently severe that an absence from class is warranted, then the absence would require documentation from the professional to be excusable.

Absences related to social events such as weddings or family vacations are also unexcused absences. Although the date of such events may be outside of the control of the student, these are not considered to be excusable. Travel arrangements made around holidays for cost purposes are also not considered to be excusable. Excused absences are reserved solely for family emergency or health reasons, specified student job or graduate school interviews, or University-sanctioned group events.

For all **Excused Absences**, the student is responsible for providing required documentation to the representative of the Provost's Office. Individual excused absences (with permission to make up work) will only be granted for the following circumstances:

**Illness:** Excused absences for illness will only be granted for the following circumstances: 1) admittance to a hospital; 2) a serious illness verified by treatment by a medical professional. Such an illness would be one that the medical professional determines would necessitate absence from class. Appropriate documentation verifying treatment should be provided to the student and submitted along with a request for Excused Absence. Such documentation must verify dates that the student needs to miss class. Students suffering from a serious emotional illness (as documented and verified by the Office of the Vice President of Student Development) may also request excused absences. Appropriate verification should be provided to the representative of the Provost's Office along with a request for Excused Absence.

**Family Emergencies:** Family emergencies may also be excused upon verification. This would include death or hospitalization of an immediate family member. An immediate family member would be considered to be a mother, father, sister, brother, spouse, child, or grandparent. As noted above, weddings or family vacations are social in nature and not considered to be family emergencies.

**Job or Graduate School Interviews:** These would include employment, internship/practicum, or graduate school interviews. Students are allowed 1 such absence in their junior year and 2 such absences in their senior year.

**Taylor University-Sponsored Job Fairs:** Students who participate in Taylor sponsored job fairs may request excused absences for those events. Appropriate documentation should be provided to the representative of the Provost's Office.

**Group Absences:** It is also possible for students to be excused from a class due to participation in University-sanctioned group activities (class field trips, official athletic events, and other sanctioned activities). The faculty member/sponsor of each group is responsible for providing appropriate documentation and a request for such absences to the representative of the Provost's Office. Student athletes and participants in musical ensembles, because of their potentially more frequent class absences, may not be allowed the usual one excused absence per credit hour in each course. Students involved in these activities should check with their coach and professor for specific policies.

Students are responsible for course material missed due to any excused absence and may be required to get in-class work and homework to a professor prior to the excused absence. Students who know they will be missing a class for any reason (athletic events, music performances, interviews, field trips, or appointments) should check with their professors to find out what work should be turned in prior to the excused absence and what work can be made up after the absence, making arrangements for all assigned work/activities. The student should evaluate current class standing when anticipating absences. Loss of instruction and the consequent possibility of a lower class grade are the results of an absence. In any type of class requiring active participation (laboratories, presentations, seminars, etc.), grade reductions are inevitable.

**Excessive Absences:** Satisfactory academic performance in any class is compromised when a student accumulates an excessive number of absences for any reason. There comes a point in the semester when the ability of a student to complete a course satisfactorily is lost due to class absence. If students reach the point where they have **missed 30% of the scheduled meetings for a class**, their case will be referred by the instructor to the Academic Enrichment Center for evaluation. If it is deemed that the student is incapable of completing the class, a withdrawal may be recommended. If the student's absences can be overcome but further treatment is deemed necessary, an incomplete may be recommended. It is incumbent on faculty members to report students who have accumulated excessive absences to the representative of the Provost's Office. At that point, a conference with the faculty member and the Academic Enrichment Center will occur, and a plan of action will be recommended to best accommodate the needs of the student and the requirements of the class.

### **Classification of Students**

Matriculated students are those students who have fully met all requirements for admission and have enrolled in courses to meet undergraduate degree requirements. Matriculated students are classified as follows:

Cumulative Earned Credit Hours	Class
0.00-30.99	Freshman
31.00-60.99	Sophomore
61.00-94.99	Junior
95.00 +	Senior

Entering students (first-time or transfer) are classified consistent with the Integrated Postsecondary Data System. Those students identified as first-time students are entering a postsecondary institution as an undergraduate degree-seeking student for the first time after receiving their high school diploma. This includes students with dual credit earned before they graduated from high school, or an associate degree earned before or at the same time as high school graduation. Entering students who complete a high school diploma at the same time as an associate degree are classified as first-time students requiring them to participate in the First-Year Experience course. Classification is based upon the number of credit hours a student has earned which includes transfer credit.

### **Dean's List**

Full-time students are named to the Dean's List when they have earned a 3.60 or better GPA for the term and when at least 12 credit hours carry quality point values.

### **Distance Learning Policy**

No more than 16 hours of distance learning may be taken to fulfill degree requirements.

The guidelines listed below for accepting transfer credit are also used in evaluating distance learning courses taken at other accredited universities. After enrolling at Taylor, students must complete a transfer credit course approval form signed by the student's academic advisor, course department chair, and the Registrar prior to enrolling in the course. The major or minor department chair's signature may be required if the course is a major/minor requirement. Upon completion of the course, students should request their transcripts be sent directly to the Office of the Registrar at Taylor before the next enrollment period.

Courses taken through Taylor University Online (TUO) require the completion of the TUO course approval form which includes the approvals stated above. *Grades earned affect the student's GPA and are recorded on the student's transcript.* Normally, these online courses are not considered part of the academic load for tuition, enrollment verification, or financial aid purposes. Students on institutional academic probation are not permitted to register for courses through TUO unless repeating the course. No academically suspended student may be enrolled in any Taylor courses, including those offered by TUO. Candidates for graduation must complete all distance learning course work and exams so that final grades are submitted by the dates specified by the Office of the Registrar.

TUO course approval forms are available online at <http://www.taylor.edu/academics/registrar/forms.shtml>.

### **Eligibility for Intercollegiate Athletics**

For participation in intercollegiate athletics, students must typically be enrolled full time, carrying at least 12 credit hours. In addition, they must meet the eligibility regulations and academic progress rules of the National Association of Intercollegiate Athletics (NAIA).

## **Experiential Education**

Experiential education includes practicum experiences, internships, and field and travel studies providing students with the opportunity to integrate theoretical learning in a major field of study with actual work experience in a variety of non-classroom settings. Students should consult with academic departments and supervising faculty for departmental policies, guidelines, and responsibilities.

Tuition for experiential education completed during the summer is at the standard summer session credit hour rate. Check with the Financial Aid Office to inquire about possible assistance for the summer term. Experiential education courses are not eligible for audit credit.

Registration forms for experiential education are available online at <http://www.taylor.edu/academics/registrar/forms.shtml>. For additional information, please refer to the **Specific Registration** on page 32.

### **Practicum**

Usually completed during the summer, a practicum course is a significant applied-learning experience with a meaningful, supporting component that enables students to observe, apply, and better understand previously studied theory.

An individual practicum can be done for 1-4 hours of credit; a maximum of eight hours of credit can be earned through practicum experiences for degree requirements, subject to departmental requirements. Completed under the direction of a faculty advisor and an employer supervisor, students are required to complete a minimum of 40 clock hours of work experience for each academic credit earned. Academic departments may require additional work hours to meet curriculum requirements within the major program; students should consult with academic departments and supervising faculty for departmental policies, guidelines, and responsibilities.

Students generally arrange their own practicum assignment with guidance from and the approval of the supervising instructor. Registration for a practicum should take place before the term in which the practicum credit is to be given. Enrollment in a practicum requires the consent of the instructor and the approvals of the academic advisor and course department chair.

Academic credit is given for the practicum; therefore, the cost of a practicum is the same as for a regular course and is based on the number of credit hours. Tuition for a practicum completed during the summer is billed at the standard summer session credit hour rate for this experience.

### **Internship**

An internship is an advanced-level, discipline-related, culminating field experience directed toward preparing students for professional licensure or entry-level positions. Internship placements should be substantive, new, and educationally rewarding, rather than a continuation of a prior work experience.

Completed under the direction of a faculty advisor and an employer supervisor, students are required to complete a minimum of 40 clock hours of work experience for each academic credit earned. Academic departments may require additional work hours to meet curriculum requirements within the major program; students should consult with academic departments and supervising faculty for departmental policies, guidelines, and responsibilities. Students may earn a maximum of 16 hours of credit, subject to departmental restrictions, toward graduation requirements through the internship experience.

Internships are usually completed during a regular semester and require students to devote their full time, effort, and attention to completing requirements. Therefore, it is recommended that students not enroll in additional courses during the term when internships are being completed.

Academic credit is given for the internship; therefore, the cost of an internship is the same as for a regular course and is based on the number of credit hours. Tuition for an internship completed during the summer is billed at the standard summer session credit hour rate for this experience.

### **Field and Travel Study**

Field and travel study experiences are usually a component of a regular course and provide students opportunities to learn, observe, and assist professionals with selected tasks in an off-campus setting related to a career or program goal. Students are placed, supervised, and evaluated by the faculty responsible for the course. Assignments related to field experiences become part of the overall course evaluation.

Academic credit is given for field and travel studies; therefore, the cost of a field or travel study is the same as for a regular course and is based on the number of credit hours. Tuition for a field or travel study completed during the summer is billed at the standard summer session credit hour rate for this experience.

## **Final Examinations**

Students must take their final examinations at the assigned hours listed on the final exam schedule. Exceptions are made only due to serious illness or death of an immediate member of the family. Reasons such as plane schedules, availability of flights, and rides leaving early are not acceptable exceptions.

Students scheduled to take more than two final exams on the same day may, with written permission from the instructor, reschedule an exam(s) to maintain a maximum of two exams per day. Students must contact the Office of the Registrar to begin the rescheduling process. Rescheduling must be approved at least 10 days prior to the last class day of the semester.

For courses with "TBA" class days, the instructor will announce the exam time. Should the announced time conflict with another scheduled exam, the professor who announced the exam time will make the accommodation. Should two scheduled exams conflict, students must contact the Office of the Registrar to begin the rescheduling process.

Refer to the final exam schedules posted at <http://www.taylor.edu/academics/registrar/exams> for respective fall and spring semester dates.

## **Grade Changes and Disputes**

Acceptance of late or missing assignments after the end of a term does not qualify for a change of grade.

All requests for change of grade (except from an INC or NR) are initiated by the student with the professor of record and then must be approved by the School Dean. Questions regarding the grade must be directed to the instructor within two weeks after being posted on TOWER. If the student is unable to come to an agreement with the instructor regarding the grade issued, the student must meet with the Department Chair. If a solution is not reached with the chair, or the chair is the instructor, the student would need to schedule an appointment with the School Dean. If an agreeable outcome is still not reached, the final step in the grievance process would be to request a committee hearing; the decision reached by the committee would be final. A grade change is permitted only before the end of the semester following the term the original grade was awarded.

## Grade Reports

Students may view midterm and final grades through TOWER (Taylor Online Web Enabled Records). Midterm grades are entered only if they are below C-. Midterm grades are not recorded on the student's permanent record in any way. Allow approximately one week after the last final exam for calculating and posting of final grades. Grade reports will not be mailed. For information on accessing TOWER, students should visit <http://www.taylor.edu/academics/registrar/tower.shtml>.

## Grades, Incomplete and Not Reported

All work for credit is expected to be completed within the term it is attempted including independent studies, tutorials, and experiential education. An incomplete grade (INC) may be given when an emergency prevents a student who has been passing the course from completing some crucial portion of the required work, but not to complete late or missing assignments or extra work to raise a grade.

Incompletes should be initiated by the instructor of record prior to the final exam week and must be authorized by the appropriate School Dean before they are submitted to the Office of the Registrar. Incompletes should be converted to grades and reported to the Registrar by the date approved. The last possible date for completion is the week before final exams of the following full term. If the student does not complete the work by the approved deadline, the Registrar is authorized to change the INC to the grade earned by the student.

The Registrar will record an NR (grade not reported) when grades are unavailable, such as receipt of transcripts for off-campus study programs or faculty emergencies. If no grade has been provided, the Registrar is authorized to change the NR to a grade of F.

## Grades for Repeated Courses

Any course may be repeated at Taylor University. All attempts in a course are reflected on the student's academic transcript; the cumulative GPA will reflect the most recent grade in the repeated course taken at Taylor University, even if the new grade is lower than the original attempt.

Grades of W (withdrawn), WP (withdrawn/passing), or AUD (audit) will not replace previously earned grades of A-F, WF (withdrawn/failing), or NC (no credit) in the GPA calculation. Duplicate credit hours are not awarded when repeating a course.

See **Transfer Credit Policy** on page 27 for information about courses taken from another college.

## Grading System

The following grades and quality points are assigned to undergraduate students at Taylor University in calculating the GPA:

Grade Meaning	Quality Points	Calculated in GPA
A Superior	4.00	Yes
A-	3.67	Yes
B+	3.33	Yes
B Good	3.00	Yes
B-	2.67	Yes
C+	2.33	Yes
C Satisfactory	2.00	Yes
C-	1.67	Yes
D+	1.33	Yes
D Minimally acceptable	1.00	Yes
D-	.67	Yes
F Failing	0	Yes
P Pass (C- or above)	0	No
CR Credit	0	No
W Withdrawn	0	No
WP Withdrawn/passing	0	No
WF Withdrawn/failing	0	Yes
INC Incomplete	0	No
NR Grade not reported	0	No
NC No Credit/failing	0	Yes
AUD Audit	0	No

The unit of credit is the semester hour. Grade point average (GPA) is calculated by dividing quality points by GPA hours and is truncated at two decimal places. Grade point hours include only Taylor University courses taken for a grade as outlined above.

## Independent Study Policy

Independent studies are individualized, directed studies taken without classroom instruction or regular interaction with a faculty member. The student is required to plan with the professor an individualized schedule of reading, research, and study. Assignments, papers, tests, and other means of assessment may be completed by appointment, mail, email, remote proctors, Internet, etc.

Students and faculty alike are encouraged to schedule independent studies during the summer session when the calendar and personal schedules of students and faculty are more flexible. The shortened academic calendar makes independent studies impractical for the January interterm. During the fall and spring semesters, independent studies are considered exceptions due to faculty workload limitations, but may be approved under certain circumstances, such as:

1. To complete a graduation requirement without which the student's graduation would be unreasonably delayed. (*A student's desire to graduate in less than four years, to double-major, add a minor, etc., does not meet this requirement.*)
2. To resolve scheduling conflicts beyond the student's control involving required courses which cannot be taken in a later semester or summer term without negative impacts on the student's program of study.
3. To provide a scheduling efficiency or convenience to the University, such as offering the independent study as an alternative to a low-enrollment class section, deviating from regular course offering schedules, etc.
4. To offer both the student and supervising faculty member the opportunity to expand their Taylor experiences with special/advanced topic courses that may serve special needs such as specific career goals, graduate school prerequisites, etc.

No student who is on academic probation may register for an independent study unless it is to repeat a course. No student may complete more than 12 hours of independent study.

All other academic policies in this catalog apply to independent studies (e.g., criteria for requesting incomplete grades, deadlines for registration).

Typically, students will be charged a fee of \$125 per credit hour for an independent study; this fee will not be charged during the summer session. Tuition for independent studies completed during the summer is at the standard summer session credit hour rate for this experience. Check with the Financial Aid Office to inquire about possible assistance for the summer term.

Registration forms for independent study are available online at <http://www.taylor.edu/academics/registrar/forms.shtml>. For additional information, please refer to the **Specific Registration** on page 32.

### **Transfer Credit Policy**

Transfer request forms are typically available from the college in which courses have been completed. Taylor University does not accept transfer credit older than 10 years.

#### **New Students**

To receive credit for course work earned at other accredited universities, new students should request that college transcripts be sent directly to the Office of Admissions at Taylor University. These transcripts are then forwarded to the Office of the Registrar for transfer credit evaluation; a copy of the evaluation is sent to the student. The Registrar evaluates courses for foundational core and elective credit and confers with the appropriate department chair to have major or minor courses evaluated for transfer credit. Course descriptions and syllabi may be required in order to evaluate transfer courses.

#### **Current Students**

After enrolling at Taylor, students who plan to take a course at another university during the summer or during a semester's absence, and wish to transfer credit to apply toward a degree, must complete a transfer credit course approval form signed by the student's academic advisor, course department chair, and the Registrar prior to enrolling in the course. The major or minor department chair's signature may be required if the course is a major/minor requirement. Upon completion of the course, students should request that transcripts be sent directly to the Office of the Registrar at Taylor.

The guidelines for accepting transfer credit are as follows:

- Taylor University reserves the right to accept or reject courses for transfer credit. Remedial or vocational courses are not transferable.
- Accepting courses for transfer credit and applying them toward various degree requirements are separate considerations. Courses that transfer as elective credit may not be applicable to specific requirements.
- Only course work with a grade of C- or better will be accepted. Courses taken for a grade mode of pass, credit or satisfactory do not transfer unless the transcript indicates that the grade is equivalent to at least a C-. Although a minimum grade is required, *grades do not transfer*. The student's GPA is computed only on work offered by or through Taylor University.
- Transfer credit will not be accepted and duplicate hours will not be awarded for equivalent courses previously earned with a grade of D- or better at Taylor. However, the grade on the transfer institution's transcript will be used to validate completion of the course to meet a curriculum requirement with the required grade. *Students attempting to raise their cumulative GPAs must repeat the respective course(s) at Taylor.*
- A maximum of 64 hours of credit may be transferred from an accredited two-year college.
- The Director of Teacher Certification must approve courses that apply toward teacher certification.
- Credit by examination (e.g., AP, CLEP, IB) recorded for a specific course on an official transcript must meet Taylor standards in order to be accepted for credit. Procedures for acceptance of credit may be obtained from the Office of Academic Assessment. Departmental challenge exams from other institutions are not transferable.
- Graduation honors are computed only on Taylor University course work.
- Degree residency requirements: (1) students must complete 50 percent of the minimum degree hours at Taylor University [e.g., 64 of the minimum 128 hours required for the baccalaureate degree; 32 of the minimum 64 hours required for the associate degree]; (2) students must complete 50 percent of the major or minor hours at Taylor University; and (3) at least 22 of the last 30 hours must be taken at Taylor University.

Transfer credit course approval forms are available online at <http://www.taylor.edu/academics/registrar/forms.shtml>.

### **Transfer Credit Policy for Non-Taylor University Off-Campus/Study-Abroad Programs**

Taylor University invests considerable time, effort, and resources for the creation of off-campus/study-abroad programs consistent with the standards and educational objectives of the University and the needs of its students. Students wishing to receive credit from a study-abroad/off-campus program not offered through Taylor University are responsible for initiating the approval process prior to program application to ensure approval of the program and appropriate transfer of credits.

Taylor University will not enter into a consortium agreement with any foreign or domestic college/university or study-abroad/off-campus agency for non-Taylor programs. No financial aid (*federal, state, or institutional*) will be awarded to students participating in non-Taylor programs.

Students must be in good academic standing and meet the following policies as they plan for and participate in any non-Taylor University study-abroad/off-campus program:

- Taylor University recommends that students begin the program and course approval process one year prior to the anticipated enrollment in any non-Taylor study-abroad or off-campus program. Students should schedule an appointment with the Registrar to initiate the application process to meet all deadlines.
- The study-abroad/off-campus program must be sponsored by other regionally accredited colleges or universities.
- Transfer credit will be accepted if prior approval has been granted by the academic department, Coordinator of the Foundational Core Curriculum, and Registrar. All course approvals must be finalized by March 1, for the following summer or fall semester, and October 1, for the following spring.
- Course offerings and schedules are subject to change; Taylor University cannot guarantee that course changes will be accepted without the appropriate approvals prior to attending the program.
- The sponsoring college/university must grant the credit and grade for each course. Upon completion of the approved course(s), an official transcript from the sponsoring college/university should be sent to the Office of the Registrar.
- No more than 17 credit hours will be approved for semester-long programs.
- No more than 12 hours (8 hours for graduating seniors) will be approved for a summer term.
- Twenty-two (22) of the last 30 credit hours must be completed through Taylor University.
- Fifty percent of the degree hours must be completed at Taylor University.
- Fifty percent of the major/minor hours must be completed at Taylor University.

Additional information concerning transfer credit policies is available from the Office of the Registrar.

### **Transcript of Academic Record**

In accordance with the *Family Educational Rights and Privacy Act of 1974 (FERPA)*, transcripts may not be released without the consent of the student. Students request official transcripts by following the instructions available at <http://www.taylor.edu/academics/registrar/transcripts.shtml>. Transcripts may not be released unless all financial obligations to the University have been fulfilled according to an agreement with the Office of the Bursar.

Students may view an unofficial copy of their academic transcript via their TOWER accounts, provided all financial obligations to the University have been fulfilled. This abstract is useful to students and academic advisors only; it is not an official transcript of academic record.

### **TOWER Online Access System**

Taylor Online Web Enabled Records (TOWER) provides students secure online access to their academic records, including course registration, unofficial transcripts, grades, 1098T, and limited student account information. Visit <http://www.taylor.edu/academics/registrar/tower.shtml> for additional information on accessing TOWER.

### **TU Alert Emergency Messaging System**

The TU Alert emergency messaging system will allow Taylor University to immediately notify students and employees of impending life-threatening or life-altering situations including rapidly-developing, life-threatening criminal activity on campus and imminent severe weather activity. The system utilizes Wireless Emergency Notification System (WENS) technology and can send text messages to cell phones and email messages to accounts of Taylor's students and employees. TU Alert will never be used for advertising or spam.

Students may sign up for TU Alert at [http://entry.inspironlogistics.com/taylor/wens.cfm?ep\\_id=student](http://entry.inspironlogistics.com/taylor/wens.cfm?ep_id=student). Employees may sign up for TU Alert at [http://entry.inspironlogistics.com/taylor/wens.cfm?ep\\_id=employee](http://entry.inspironlogistics.com/taylor/wens.cfm?ep_id=employee).

### **Tutorials**

A tutorial course is classroom-based, individualized instruction scheduled to meet on campus at a time that is mutually convenient for the student and the professor. The contact hours for this course must meet the standard set by the appropriate School Dean. Any course listed in the catalog may be taught as a tutorial course with the consent of the instructor and approval of the advisor, course department chair, and dean.

Tuition for tutorials completed during the summer is at the standard summer session credit hour rate. Check with the Financial Aid Office to inquire about possible assistance for the summer term.

Registration forms for tutorials are available online at <http://www.taylor.edu/academics/registrar/forms.shtml>. For additional information, please refer to the **Specific Registration** on page 32.

### **University Communication Policy**

Taylor University uses @TAYLOR.EDU student email addresses to communicate directives relating to academic progress, advising, registration, billing, housing, financial aid, etc. to students, faculty, and staff. Students are responsible for checking their Taylor email accounts regularly and complying with correspondence received from University administrators, advisors, faculty, and staff.

### **University Withdrawal**

Students **with no intent to return to Taylor** for the next term must apply for formal withdrawal through the Academic Enrichment Center before leaving campus (prior to exam week).

Students **who decide they cannot attend Taylor after enrollment in courses for the next term and prior to the start of that term** must notify the Academic Enrichment Center. Students failing to request withdrawal from the University risk receiving failing grades in their courses and being financially responsible for tuition fees (summer courses included).

Students **who find it necessary to withdraw from all credit classes after the semester begins** must apply for formal withdrawal through the Academic Enrichment Center. If a student withdraws from the University after the first week of classes (first five class days), he/she will receive a withdrawal grade (W, WP, WF) for the appropriate withdrawal deadline. If this procedure is not followed, failing grades may be assigned. Failure to complete the term does not cancel the student's obligation to pay tuition and other charges. For specific details on refunds and adjustments, refer to **Finance** on pages 212-213.

Students **withdrawing with the intent to return to Taylor** must initiate the withdrawal process through the Academic Enrichment Center and apply for readmission through the Office of Admissions. Students planning to take courses at another institution during their time away from Taylor University should submit transfer credit request forms to the Office of the Registrar before registering for courses at the other university to ensure proper credit will be granted by Taylor.

To withdraw from a single course, students should contact the Office of the Registrar for details.



# Registration

It is the responsibility of each student to follow directives published annually relating to registration, housing, billing, payment of bills, financial aid, etc. While Taylor University publishes program information and materials and assigns academic advisors, students are solely responsible for ensuring their academic programs comply with University policies. Any advice that is at variance with established policy must be verified and confirmed by the Registrar.

Course offerings (*including changes in time, day, and the assignment of instructors*) may be added to, amended, or canceled by the decision of a department or the University.

Registration deadlines, directives, and regulations are published each semester in the online academic calendar and schedule of classes available at <http://www.taylor.edu/academics/registrar/registration.shtml>. Contact the Office of the Registrar for additional details regarding course registration.

## Advance Registration

Advance registration provides an opportunity for degree-seeking students to register via TOWER for courses for the upcoming semester(s). Registration priority is determined by cumulative earned credit hours with priority given to students with the most hours. Students who fail to register during their assigned advance registration period will lose their priority position during the registration process.

To ensure correct billing and certification of enrollment status for state and federal financial aid, scholarships, loan deferments, NAIA athletic eligibility, etc., students must be enrolled for at least 12 credit hours by the end of each advance registration period.

Readmitted students will be contacted by the Registrar's Office regarding registration procedures and will be required to meet with their academic advisors to pre-approve their upcoming schedules. The advisor must submit the approved class schedule to the Registrar by the published deadline in order to receive priority registration.

Guest students are not eligible for advance priority registration.

## Audit Registration

Audit registration requires the approvals of the academic advisor and instructor and is subject to the following guidelines:

- Courses taken for audit receive no academic credit or grade.
- The audit option must be declared during the first week of classes (*first five class days of fall or spring semester classes*).
- Students must attend at least 50 percent of the class meetings as verified by the instructor in order for the course to appear on the academic transcript.
- At the discretion of the instructor, students may be required to complete course assignments, projects, etc., in order to participate in a course taken for audit credit.
- Audit registration occurs after all students requesting credit for the course have been given priority registration.
- Some courses are not available for audit registration such as private music lessons, music ensembles, laboratory courses, experiential education (e.g., *practicum, internship, and field and travel studies*), studio art courses, physical education courses, off-campus program courses, and distance education courses (e.g., *Blackboard, online, independent study, and correspondence*).
- Language courses required for the BA degree may not be taken for audit credit.
- Audit hours will be charged if the student's registration is under 12 hours or exceeds 17 hours for the enrollment term.
- Courses taken for audit do not count toward determining part-time or full-time status for enrollment status.
- Students must not register for the audit course. Upon approval, the Office of the Registrar will add the course to the student's schedule after the end of the advance registration period.
- The "Audit Registration" form must be pre-approved by the academic advisor and instructor before submission to the Registrar.

Registration forms for audit courses are available online at <http://www.taylor.edu/academics/registrar/forms.shtml>.

## Holds on Registration

The University uses several methods in the registration process to ensure that students are eligible to enroll in courses:

### Bursar

- If a student fails to meet payment requirements by the due date, the Bursar may place a hold on the student's records and course registration until the problem is resolved.
- The student will not be permitted to register for a subsequent term and will lose his or her priority registration position. *Graduating seniors are not exempt from registration holds.*
- It is the student's responsibility to view his or her account on both TOWER and the secure billing site to remain informed of his or her financial status.
- It is extremely important that each student communicates with the Bursar about unresolved account balances.

## Health Center

- If a student fails to submit complete health forms, immunization records, certification of physical examination, etc., the Office of Student Development may place a hold on the student's records and course registration until the issue is resolved.
- The student will not be permitted to register for a subsequent term and will lose his or her priority registration position.
- The Health Center or Office of Student Development should send the student notification of such a hold prior to the advance registration period.

## Registrar

- The Registrar may place a hold on a student's registration due to, but not limited to, academic standing, athletic eligibility, graduation progress, placement results, proficiency requirements, and repeat registration.

Students should contact the respective office who initiated the registration hold well in advance of the advance registration period. Until the hold is removed from the student's record, he or she will not be permitted to register for a subsequent term and will lose his or her priority registration position.

## Music Lesson Registration

All students—music majors, minors, and those taking lessons to meet the foundational core participation in the arts—are encouraged to register for private music lessons via TOWER during the advance registration period. Lesson days/times will be arranged using TOWER class schedules during the first week of the semester. Students will receive email notifications of their lesson days/times and instructor assignments. No changes of schedule for music lessons will be permitted after the end of the second week of the semester.

Contact the music coordinators (Dr. Patricia Robertson—Voice; Dr. Leon Harshenin—Piano (Keyboard); Lisa Royal—Instrumental) for additional assistance with private music lessons.

## Non-Music Majors

Non-music majors may register for a ½-hour lesson (1 credit hour) via TOWER during the advance registration period. Lessons are designed for non-music majors for personal enrichment and development of musical talent and to meet the foundational core participation in the arts requirement. Private instruction content will be determined by contract with instructors at the beginning of the semester.

MUS 105B	Applied Lesson—Brass	Credit Hours: 1 (lower division) Lesson: ½ hour
MUS 105G	Applied Lesson—Guitar	
MUS 105K	Applied Lesson—Piano (Keyboard)	
MUS 105N	Applied Lesson—Organ	
MUS 105P	Applied Lesson—Percussion	
MUS 105S	Applied Lesson—Strings	
MUS 105V	Applied Lesson—Voice	
MUS 105W	Applied Lesson—Woodwind	

## Music Majors and Minors

Music majors and minors may register for ½-hour or 1-hour lessons (1-4 credit hours) via TOWER during the advance registration period. Lessons are designed for music majors and minors learning practice methods, building good performance technique, acquiring sufficient repertoire, gaining a broad knowledge of literature and composers, and achieving performance skills.

Music **minors** will need to contact the respective music coordinators (Dr. Patricia Robertson—Voice; Dr. Leon Harshenin—Piano (Keyboard); Lisa Royal—Instrumental) for 'MAJOR' overrides in order to register online. Overrides do not automatically enroll students in their private lessons/courses; overrides are electronic approvals permitting students to register online.

MUS 100B	Applied Lesson—Brass	Credit Hours: 1 (lower division) Lesson: ½ or 1 hour
MUS 100G	Applied Lesson—Guitar	
MUS 100K	Applied Lesson—Piano (Keyboard)	
MUS 100N	Applied Lesson—Organ	
MUS 100P	Applied Lesson—Percussion	
MUS 100S	Applied Lesson—Strings	
MUS 100V	Applied Lesson—Voice	
MUS 100W	Applied Lesson—Woodwind	

MUS 200B	Applied Lesson—Brass	Credit Hours: 2 (lower division)  Lesson: 1 hour
MUS 200G	Applied Lesson—Guitar	
MUS 200K	Applied Lesson—Piano (Keyboard)	
MUS 200N	Applied Lesson—Organ	
MUS 200P	Applied Lesson—Percussion	
MUS 200S	Applied Lesson—Strings	
MUS 200V	Applied Lesson—Voice	
MUS 200W	Applied Lesson—Woodwind	

MUS 300B	Applied Lesson—Brass	Credit Hours: 1 (upper division)  Lesson: 1 hour
MUS 300G	Applied Lesson—Guitar	
MUS 300K	Applied Lesson—Piano (Keyboard)	
MUS 300N	Applied Lesson—Organ	
MUS 300P	Applied Lesson—Percussion	
MUS 300S	Applied Lesson—Strings	
MUS 300V	Applied Lesson—Voice	
MUS 300W	Applied Lesson—Woodwind	

MUS 400B	Applied Lesson—Brass	Credit Hours: 2-4 (upper division)  Lesson: 1 hour
MUS 400G	Applied Lesson—Guitar	
MUS 400K	Applied Lesson—Piano (Keyboard)	
MUS 400N	Applied Lesson—Organ	
MUS 400P	Applied Lesson—Percussion	
MUS 400S	Applied Lesson—Strings	
MUS 400V	Applied Lesson—Voice	
MUS 400W	Applied Lesson—Woodwind	

### Overrides

Departmental requirements on course restrictions are firm; however, a student may merit an exception based upon individual circumstances. Students must contact the course instructor for an override approval. Registration overrides are possible for the following restrictions:

- Academic Load (*Registrar authorization required*)
- Closed Section
- Class
- Major/Minor
- Prerequisite
- Instructor Permission
- Test Score
- Time Conflict (*both instructors must enter overrides for their respective courses*)

Instructors are to enter required section overrides in TOWER. Upon entering the required override, the instructor should notify and remind the student of the student's responsibility to then register for the course. *An override is an authorization to enroll in a course—not a registration request or schedule adjustment. Students are solely responsible for registering for courses after an override has been entered by the instructor. TOWER may require the manual entering of the CRN by the student in order to register for the course.*

### Pass/Fail Registration

The pass/fail option requires the approvals of the academic advisor and instructor and is subject to the following guidelines:

- A pass grade represents work completed at C- or above.
- The pass/fail option is open only to second-term sophomores or above with a minimum 2.30 GPA.
- No course needed for teacher certification may be taken pass/fail.
- No course in the major, minor, or concentration field (*excluding courses available only as pass/fail*), and no foundational core course may be taken pass/fail until all requirements in those areas are met.
- Language courses required for the BA degree are not eligible for the pass/fail option.
- The pass/fail option must be declared during the first week of classes (*first five class days of fall or spring semester classes*).
- Pass/fail courses do not affect the cumulative GPA if passed; however, they do affect the GPA if failed.
- Pass/fail courses are limited to one course per term (*excluding courses available only as pass/fail*).
- Pass/fail courses are limited to a total of 13 hours (*excluding courses available only as pass/fail*).
- The student is responsible for registering for the course. Upon approval, the Office of the Registrar will change the grade mode from normal to pass/fail.
- The "Pass/Fail Registration" form must be pre-approved by the academic advisor and instructor before submission to the Registrar.

Registration forms for pass/fail courses are available online at <http://www.taylor.edu/academics/registrar/forms.shtml>.

## Pre-Registration Advising

Students must meet with their academic advisors during the pre-registration advising period to receive their registration access code (RAC) information sheets. A student with double majors in different disciplines should be advised by both the primary and secondary advisors; the RAC sheet will be available from the advisor of the primary major.

While Taylor University publishes program information and materials and assigns academic advisors, students are solely responsible for ensuring that their academic programs comply with the policies of the University. Any advice that is at variance with established policy must be verified and confirmed by the Registrar.

## Repeat Registration

Any course may be repeated at Taylor University. All attempts in a course are reflected on the student's academic transcript; the cumulative GPA will include the most recent grade\* in the repeated course, even if the new grade is lower than the original attempt. Athletes and students receiving financial aid, should inquire about eligibility for repeated courses.

*\*Grades of W (withdrawn), WP (withdrawn/passing), or AUD (audit) will not replace previously earned grades of A-F, WF (withdrawn/failing), or NC (no credit) in the GPA calculation. Previously awarded credit hours are excluded when repeating a course.*

## Specific Registration

Specific registration forms are required for the following courses:

- |                       |                     |                   |             |
|-----------------------|---------------------|-------------------|-------------|
| • Audit               | • Field Study       | • Pass/Fail       | • TU Online |
| • Departmental Honors | • Independent Study | • Practicum       | • Tutorial  |
| • Directed Research   | • Internship        | • Selected Topics |             |

Registration forms are available online at <http://www.taylor.edu/academics/registrar/forms.shtml>. Completed forms must be pre-approved with signatures of the instructor, academic advisor, and major and course department chairs (*if applicable*) before submission to the Registrar for evaluation and registration.

## Schedule Adjustments

Students are solely responsible for each course in which they register and for notifying their advisors of any schedule adjustments. Students must verify their official TOWER schedules prior to the first day of classes and the last day to drop/add courses to confirm their registration. Students are not authorized to attend classes for which they are not officially enrolled.

Courses may be added during the first week of classes (*first five class days of fall/spring semesters*); however, each class missed that week counts as an unexcused absence. After the first week of classes, no additional coursework may be added or changed. Courses may be dropped during the first five class days via TOWER (*if enabled*); if TOWER is disabled, students must initiate registration changes through the Office of the Registrar. Specific add/drop deadlines apply to summer, January, and partial-term courses; refer to the academic calendar for the respective term.

After the first week of classes (*first five class days of fall/spring semesters*), withdrawing from a course requires submission of a course withdrawal form available from the Office of the Registrar. It is the student's responsibility to formally withdraw from courses. Discontinuance of attendance does not automatically constitute withdrawal from a course. Students failing to file proper withdrawal forms by the appropriate deadline must complete classes for which they are registered or receive an automatic grade of F. Withdrawing from courses during the second and third weeks of the semester appears on the student's transcript with a grade of withdrawn (W). Students withdrawing from a course after this period and up to one week after midterm receive either a grade of withdrawn/passing (WP) or withdrawn/failing (WF). When a student withdraws from a course later than one week beyond midterm, the grade is automatically WF. The effect of WF on the GPA carries the same weight as that of a full-term failing grade. Course withdrawals are not permitted during the week of final exams.

The official process of withdrawing from a course (*after the last day to drop a class without a transcript entry*) begins in the Registrar's Office; notifying instructors and advisors of intent to withdraw from a course does not automatically constitute course withdrawal. Students are solely responsible for formally withdrawing from a course. Neither failure to pay nor failure to attend will automatically remove a student from a course. Students failing to properly withdraw from a course risk owing the University all tuition and fees, repayment of financial aid, and failing grades in those courses.

## Drop from Full- to Part-Time Hours

A full refund will be given to students dropping from full-time to part-time by the last date to drop a class without a transcript entry. There is no refund for dropped hours after this date as outlined in the academic calendar. Contact the Office of Student Accounts for further details on refund policies.

## Drop of Overload/Audit Hours

After the last day to drop a class without a transcript entry, students registered for 18 hours or more will not have the amount of their fees reduced if they withdraw from a course (including private lessons, ensembles, and audit). Students are solely responsible for adhering to the registration deadlines outlined in the academic calendar, registration procedures, and catalog. Contact the Office of Student Accounts for further details on refund policies.

# Academic Program Objectives

Taylor University's academic programs:

- Require students to demonstrate depth of learning in an academic major
- Structure the foundational core experience for the dissemination of the liberal arts heritage
- Foster the capacity for making sensitive, value-oriented judgments
- Engage students and faculty in and encourage research
- Prepare students for conscientious and creative leadership in a technological world
- Establish foundations for graduate study
- Share intellectual expertise with the larger geographical, scholarly, and faith communities
- Anchor specific career preparation for a variety of professions in a foundation of appropriate academic experiences, cultural breadth, and Christian perspectives
- Prepare students to meet external certification and licensing requirements
- Provide pre-professional preparation

## Degree Requirements

Taylor University offers programs leading to the degrees Bachelor of Arts, Bachelor of Science, Bachelor of Music, Bachelor of Fine Arts, or Associate of Arts.

All degrees require students to fulfill foundational core and major field courses. Students must declare a major by the time they reach junior status (61 hours). Students must also demonstrate proficiency in the essential skill areas: reading, math, and writing.

In view of occasional curricular changes, continuously attending students may elect to meet the graduation requirements that were in effect at the time they entered Taylor University. They may also elect to declare a subsequent year's catalog requirements. In situations where curricular changes must be made in compliance with new licensing or credential requirements, students will be required to comply with new requirements.

While there is no official time limit for the completion of a degree for continuously attending students, those students who interrupt their enrollment for two full semesters must apply for readmission through the Office of Admissions and are required to meet the degree requirements current at the time of readmission. While most courses that are equivalent to current course offerings will be accepted toward a degree, courses that are more than ten years old typically will not be counted toward meeting degree requirements; when appropriate, students may request an exception to this policy if justification exists for the acceptance of credit older than ten years. All coursework taken through Taylor University will remain on the official transcript and be calculated into the grade point average (GPA).

### Baccalaureate Degree Requirements

A baccalaureate degree is an award that requires the completion of at least four academic years of college-level work or the equivalent in an academic field of study and that meets the institutional standards for satisfying the requirements of this degree level. Only one degree is awarded for each major.

The **Bachelor of Arts** degree centers on courses of study in the arts and sciences. Candidates for the Bachelor of Arts degree must demonstrate the equivalent of two years of sequential college-level study in one foreign language.

The **Bachelor of Fine Arts** degree is a professional baccalaureate degree in the arts with an emphasis on practical studio work alongside classroom work in the major field of specialized focus.

The **Bachelor of Music** degree is the initial professional baccalaureate degree in music. Its primary emphasis is on development of skills, concepts, and sensitivity essential to the professional life of a musician. The degree may be combined with curriculum requirements in education.

The **Bachelor of Science** degree typically requires more upper-division courses, fewer electives, and a practicum or internship experience. Bachelor of Science degrees are often awarded to students preparing for professional fields. Many Bachelor of Science degree programs are available only when combined with curriculum requirements in education or systems analysis.

Students must make application and receive approval of both departments before adding concurrent majors/minors; adding a third major or minor requires approval of the three departments' chairs, the Academic Policy Committee, and the Registrar.

The following requirements apply to the baccalaureate program:

- Minimum of 128 semester hours
- Minimum of 42 semester hours of upper-division (300-/400-level) courses
- The residency requirement for the awarding of a Taylor University degree is fifty percent of the minimum degree requirement
- At least 22 of the last 30 hours earned toward the degree must be taken in residence at Taylor University
- Completion of all foundational core requirements
- Completion of all requirements for selected major(s) and minor(s)
- Demonstration of proficiency in reading and mathematics
- Cumulative GPA of 2.00
- Passing grade in all hours for graduation
- Grade of C- or better for all major, minor, systems, and education requirements
- Students desiring to complete the requirements for two degrees (e.g., BA and BS) must make application and receive approval from both departments and the Registrar
- Candidates for two degrees (e.g., BA and BS) must complete a minimum of 158 semester hours and meet requirements for two different majors

## **Language Requirement for Bachelor of Arts Degree**

Candidates for the Bachelor of Arts (BA) degree must demonstrate the equivalent of two years of sequential college-level study in one foreign language for graduation from Taylor University. Taylor offers language instruction in Chinese, French, New Testament Greek, Old Testament Hebrew, and Spanish. *Language courses required for the BA degree must be completed for a grade and are not eligible for the pass/fail option or for audit credit; foreign language courses may not be taken online nor through correspondence at Taylor or elsewhere for transfer credit.*

For additional information regarding language proficiency, contact the department of modern languages at (765) 998-5141.

### **French and Spanish**

1. Students who have transferred in French or Spanish college credit must continue with the next sequential course.
2. AP Exam: Students who take and pass the AP Exam in French or Spanish with a score of 4 or higher will have met the language proficiency requirement for the BA degree and may receive credit for 201 and 202. The fee for posting credit to the transcript should be paid at the time of notification. The AP exam must be taken prior to enrollment to Taylor.
3. CLEP: Students who take and pass the CLEP exam will have met the language proficiency requirement for the BA degree and may receive credit for 201 and 202. The fee for posting credit to the transcript should be paid at the time of notification. The CLEP exam must be taken by the end of the first year at Taylor.
4. Placement via number of years of High School French or Spanish:
  - a. Students who have successfully completed one full year of high school French or Spanish and intend to continue in the respective language place into and should register for FRE 101 or SPA 101.
  - b. Students who have successfully completed two full years of high school French or Spanish and intend to continue in the respective language place into and should register for FRE 102 or SPA 102.
  - c. Students who have successfully completed three full years of high school French or Spanish and intend to continue in the respective language place into and should register for FRE 201 or SPA 201.
  - d. Students who have successfully completed four full years of high school French or Spanish and intend to continue in the respective language place into and should register for FRE 202 or SPA 202.
5. Placement via the departmental placement exam:
  - a. Alternatively, students may choose to take the departmental exam to determine their placement. However, those who choose to do so should have had three or four full years of high school French or Spanish and must register for the level of placement determined by the exam and continue with each requisite course in the language sequence through FRE 202 or SPA 202.
  - b. Students who place beyond FRE 202 or SPA 202 on the department placement exam will have met the language proficiency requirement. Students who place beyond 202 in Spanish on the departmental placement exam may receive credit for SPA 201 and SPA 202 by taking and completing one upper-level SPA course with a minimum grade of B-. The upper-level course must be the first Spanish course taken at Taylor. The fee for posting credit to the transcript should be paid at the time of notification.

### **Chinese**

Placement exams for Chinese are currently not available. Students interested in completing Chinese to meet the language requirement for the BA degree should contact the modern language department for details. Students who take and pass the AP Exam in Chinese with a score of 4 or higher will have met the language proficiency requirement for the BA. The AP exam must be taken prior to enrollment to Taylor.

### **Greek and Hebrew**

Placement exams for New Testament Greek and Old Testament Hebrew are currently not available. Students interested in completing Greek or Hebrew to meet the language requirement for the BA degree should contact the biblical studies, Christian education, and philosophy department for details. It is recommended that students with no previous study in Greek or Hebrew attain sophomore status before enrolling in Greek or Hebrew.

### **English**

International students who apply to Taylor University as non-native English speakers may request that English be considered as their "foreign" language for purposes of the Bachelor of Arts degree requirements under the following circumstances:

1. Documented attainment of a score of 80 or higher on the iBT Test of English as a Foreign Language (TOEFL iBT); or
2. Documented attainment of a score of 550 or higher on the Test of English as a Foreign Language (TOEFL); or
3. Documented attainment of a score on another English language proficiency examination acceptable to the University (e.g., the International English Language Testing System (IELTS)); or
4. Successful completion of Taylor University's English as a Second Language (ESL) program with a written recommendation from the ESL program director.

This process is administered through Taylor University's Institute for English Language Studies.

### **Other Languages**

1. AP Exam: Students who take and pass the AP Exam in German, Italian, Japanese, or Latin with a score of 4 or higher will not receive credits but will have met the language proficiency requirement for the BA. The AP exam must be taken prior to enrollment to Taylor.
2. CLEP: Students who take and pass the CLEP exam in German will not receive credits but will have met the language proficiency requirement for the BA degree. The CLEP exam must be taken by the end of the first year at Taylor and prior to enrollment in a language class at Taylor.
3. Other arrangements for meeting the language proficiency requirement must be pre-approved by the Department of Modern Languages and may include: a) successful completion of the equivalent of two years of sequential college-level study in one foreign language at a regionally accredited U.S. college or university; no credits from those institutions would transfer; or b) successful completion of a Taylor University proctored ACTFL OPI with a rating of intermediate-mid or higher; no credits would be awarded.

### **American Sign Language**

American Sign Language is not approved as an alternative language option and does not meet the BA language requirement.

## Systems for Bachelor of Science Degree

Director, Bill Bauson

The Systems curriculum distinguishes Taylor University from other liberal arts colleges because students can study the major they love and successfully compete for a great job after graduation. The curriculum complements many majors by sharpening students' analytical skills, introducing students to technology, teaching how world class enterprises achieve quality, and providing insights into managing organizations and people. The goal of the curriculum is to help students recognize that the world is filled with systems (like educational systems, distribution systems, and manufacturing systems) and that it is the processes inhabiting these systems that produce value. World class organizations are the ones that can hone processes to achieve high performance. Our graduates are enjoying careers at enterprises of all sizes and in all segments of the economy including global consulting companies.

The four major themes of the curriculum are analysis, information, technology, operations, and quality. The curriculum is taught primarily by faculty from the Computer Science and Engineering Department. However, the Systems curriculum is not a minor in computer science. A goal of the curriculum is to give students an in-depth exposure to system development, because this experience is essential for future systems analysts, managers, and anyone who will work in a world class organization. Most systems analysts will never write a line of computer code in their professional careers, but they will undoubtedly manage projects involving application software where first-hand knowledge of software development and implementation is vitally important. (Some students do discover they actually are very good programmers and do look for programming opportunities upon graduation.)

Successful Systems students are problem solvers and are analytically minded. These general traits may and do describe many in the liberal arts: artists, musicians, historians, theologians, philosophers, and writers to name a few. That is why the Systems curriculum is combined with many baccalaureate majors. The skills acquired in the curriculum are not only applicable to almost any professional endeavor but also to living life: rational decision making, human relations, and problem solving. Graduates have used what they have learned in systems in a variety of arenas, beyond a career in systems analysis. For example, anyone aspiring for an MBA will be very well prepared upon graduating Taylor with the completion of the Systems curriculum. Psychologists and sociologists have used what they learned to conduct studies regarding human behavior. The broad applicability of systems knowledge makes the systems curriculum a practical enhancement to almost any major.

All courses required by the systems curriculum must be completed with a grade of C- or better.

For description of systems courses, refer to **Systems Courses** on page 148.

## Systems Requirements

### Systems Curriculum Requirements

COS 120	4	Introduction to Computational Problem Solving
IAS 330	3	Human Relations in Organizations
MAT 151	4	Calculus I
SYS 101	3	Introduction to Systems
SYS 390	3	Information Systems Analysis
SYS 392	1	Systems Seminar
SYS 394	3	Information Systems Design
SYS 403	3	Operations Management

Select one course<sup>†</sup> from the following:

COS 121	4	Foundations of Computer Science
COS 143	3	Interactive Webpage Design

Select one course<sup>†</sup> from the following:

MAT 210	4	Introductory Statistics
MAT 352	4	Mathematical Statistics

Select one course<sup>†</sup> from the following:

SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

Select one course<sup>†</sup> from the following:

SYS 393	3-4	Practicum
___ 393	3-4	Practicum

The systems curriculum course requirements are the same for all majors with very few exceptions. Some systems elective courses may be required by a major and cannot be used as systems electives. For specific curriculum requirements for each major, refer to **Academic Departments and Courses** on pages 58-208.

### Systems Electives

Select at least 3 hours of electives<sup>†</sup>, in addition to those required in the major or systems:

MAT 382	3	Advanced Statistical Methods
MGT 201	3	Introduction to Business
SYS 214	3	Principles of Human Computer Interaction
SYS 310	3	E-Commerce
SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

\*Courses in both areas may count only once.

<sup>†</sup>Selection may depend on major.

## Associate of Arts Degree

An **Associate of Arts** degree is an award that requires the completion of at least two academic years of college-level work, or the equivalent, in an academic or occupationally specific field of study and meets institutional standards for satisfying the requirements for this degree level.

The Associate of Arts degree requires foundational core and major area courses, along with demonstrated proficiency in essential skill areas. At Taylor University, most of the degree programs are designed to prepare students for occupational-specific fields, as well as for matriculation to baccalaureate degree programs. An Associate of Arts degree must be completed and awarded one calendar year before a baccalaureate degree from the same department can be awarded. The Associate of Arts in liberal arts is not to be taken with or awarded with any baccalaureate degree.

The following requirements apply to the associate's degree:

- Minimum of 64 semester hours.
- The residency requirement for the awarding of a Taylor degree is fifty percent of the minimum degree requirement.
- At least 22 of the last 30 hours must be taken in residence at Taylor University.
- Cumulative GPA of 2.00.
- Demonstrated proficiency in writing, mathematics, and reading.
- The following foundational core courses: IAS 101; 110; ENG 110; CAS 110 or 120; KIN 100 and 200; BIB 110 and 210; COS 104 or 106; one social science or history course; HUM 230 or a literature course from ENG 230, 233, 240, or 250; and one science or math course. The AA degree in liberal arts is a final degree and requires: HUM 230, a literature course, and one science or one math course in addition to the courses listed above. Fulfillment of all major area requirements. (Refer to Liberal Arts within academic departments for detailed listings.)
- This degree does not allow for more than one major area of study.



# Foundational Core

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*Jeffrey Cramer, Coordinator of Foundational Core*

The liberal arts at Taylor University provide an entrance into a human dialogue about life's important questions and allow the opportunity to appreciate God's wisdom and beauty. Such a focus enables students to acquire knowledge concerning their faith in order to become better ambassadors for Christ. The practice of engaging a breadth of disciplines trains students to become intellectually open to new ideas as they acquire discernment and self-control. Studying the liberal arts allows students to develop a sense of purpose and meaning as they fulfill the biblical obligation of pursuing God with their minds while striving to become more like Christ. At Taylor, faith is the foundation for the development of knowledge. All academic disciplines, in turn, inform the development of faith as well as habits of mind and action that characterize mature Christians.

The foundational core curriculum at Taylor University challenges students to pursue knowledge outside of their chosen disciplines so they may make connections between disciplines, between the past and the present, and between their experiences and the experiences of others. Students dedicated to inquisitiveness, intellectual honesty, and the pursuit of truth, while demonstrating the willingness to persevere when applications are not immediate and obvious, develop the foundation to continue learning throughout their lives. Christians who value lifelong learning are intrinsically motivated to pursue God's wisdom, truth, and love.

In this light, the foundational core curriculum emphasizes the Christian calling to recognize the global realities and complexities of local, national and international issues and situations in order to develop ethical positions that are informed, thoughtful and nuanced. Students will grow in their understanding of global realities from historical and cross-cultural perspectives and appreciate diverse cultural dynamics and orientations. Through coursework and personal interaction, students may develop the discernment to choose actions that promote global responsibility and uphold the dignity and worth of all people.<sup>1</sup>

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## Seven Objectives for the Foundational Core Curriculum

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### **1. Aesthetic Literacy**

Aesthetic literacy entails the capacity to effectively engage the arts (which include literature, music, architecture, and the visual, performing, and media arts) and the aesthetic dimensions found in natural phenomena and to comprehend the ways in which they contribute to culture and human flourishing. It requires a grasp of the distinctive nature of the relationship between form and meaning found in works of art and the knowledge of the critical frameworks relevant to their understanding. Aesthetic literacy enables students to recognize and develop their gifts as humans who share the image of a creative God. It invests them with the ability to engage works of art and aesthetic form in diverse contexts with discernment in order to foster a way of life that is both vibrant and in keeping with God's purposes.

#### **Outcomes**

1. Students will identify the distinctive characteristics of a variety of the arts, artists, styles, cultures, and historical periods.
2. Students will explain how values and meaning are embedded in artistic form and design by using appropriate methods to evaluate and discern worth and ethical implications in historical and current art practice.
3. Students will explore their own creative potential as both participants and observers, enabling future involvement with the arts.

### **2. Civic Mindedness**

Civic mindedness involves an understanding of ideals and practices of citizenship critical to full participation in a democratic society. Greater global interdependence, illustrated by the volume of international news, communication, trade, and travel, requires more awareness of a variety of social, political, and economic systems throughout the world. Informed citizens need to have a systematic knowledge of the structure and processes of economic, political, and social systems, as applicable in a local, national, or international context. Civic mindedness entails citizens valuing knowledgeable participation in the public forum for the public good.

#### **Outcomes**

1. Students will acquire knowledge of political and economic systems, and of diverse cultures and subcultures to understand current events and to have an informed opinion of these issues.
2. Students will assess, analyze, and knowledgeably participate in public discourse.
3. Students will respect and evaluate diverse opinions related to local, national, and international issues.
4. As a portion of their Christian responsibility, students will participate in local, national, and international institutions and civic organizations in order to fulfill God's mandate to be salt and light to the world.

### **3. Communication Fluency**

Effective communication involves an awareness of rhetorical strategies and practices essential to conveying understanding in public and private discourse. Such communication requires that issues and ideas be examined from a variety of oral and written perspectives and contexts. Communication fluency is evidenced by proficiency in analyzing and applying audience-specific, message-specific, context-specific, and medium-specific factors in the formulation of meaning.

#### **Outcomes**

1. Students will investigate and gain knowledge of media literacy, including the development of research techniques and critical reading strategies, to incorporate selected sources into their own work.
2. Students will analyze rhetorical models, and respond to ideas using appropriate patterns of reasoning, supportive evidence, and appropriate evaluative standards.
3. Students will apply oral and written language usage and media selection appropriate to particular rhetorical situations and particular audiences

<sup>1</sup>Spiegel, Jim "Seven Reasons for the Liberal Arts," Taylor University Faculty Chapel Address Sept 2, 2011

#### **4. Critical Thinking and Information Literacy**

Strong critical thinkers have the ability to access, identify, evaluate, and analyze information, concepts, assumptions, and perspectives toward the end of discovering truth and achieving relevant results. Critical thinking also requires the ability to determine the quality and the extent of information for the discovery of knowledge within a variety of academic disciplines. These skills enable students to form scholarly, sophisticated, and ethical considerations marked by integrity, fairness, empathy for others' perspectives, and openness to self-criticism. Additionally, advancing critical thinking and research skills better enables students to make informed contributions to society and scholarly conversations using diverse forms of media.

##### **Outcomes**

1. Students will analyze an event, argument, or problem using appropriate evidence and reasoned judgments.
2. Students will evaluate and synthesize information from diverse resources to reach an informed conclusion.
3. Students will identify and assess their own and others' biases and values.
4. Students will apply new and prior information to a specific purpose, problem, or research question.

#### **5. Quantitative and Scientific Literacy**

Quantitative and scientific literacy involves theoretical, experimental, observational, and computational exploration in the context of collaboration; this entails problem solving in teams and communicating the results in a clear and logical way. Quantitative and scientific literacy enables students to explore God's creation, investigate contemporary human challenges, and use technology thoughtfully in the context of human interaction. Wise and ethical decisions that demonstrate effective stewardship of our God-given resources are the hallmark of quantitative and scientific literacy.

##### **Outcomes**

1. Students will apply quantitative and scientific models to solve real-world problems.
2. Students will clearly communicate quantitative and scientific results using words, tables, graphs, and other formats as appropriate for the intended audience.
3. Students will articulate the value of natural science, mathematics, and computational technology as a means of understanding their world.
4. Students will identify, and explain, the importance of the ethical uses of science and technology in their everyday lives.

#### **6. Responsible Stewardship**

Stewardship entails respect of and responsible oversight for that which belongs to another. Christian stewardship recognizes God as Creator and Owner of all things and Endower of our skills, abilities, talents, and resources. The response of the believer should be to manage purposefully all spiritual, intellectual, natural, personal, economic, technological, and physical resources provided by God with individual and social responsibility. This responsibility involves acknowledging the costs and benefits of such stewardship. As the intended caretaker, humankind is commissioned to devise and employ strategies to care for God's creation. Responsible stewardship also includes using one's body, time, talents, and personal resources in a God-honoring manner in one's vocation and personal ministry to others; one's physical, social, and spiritual wellbeing; and one's service to Him and to others in the world in which we live.

##### **Outcomes**

1. Students will explain the scope of responsible Christian stewardship for all that God has created.
2. Students will demonstrate responsible use of their minds, bodies, abilities, and resources.
3. Students will identify the costs and benefits involved in the wise, responsible, moderate, and sustainable use of their resources.
4. Students will practice wise stewardship of creation in their personal lives, vocations and ministries in their communities and the world to honor God and to serve others.

#### **7. Spiritual Maturity**

Spiritual maturity is the mark of a vibrant, personalized, growing faith in Jesus Christ. Students who are spiritually mature have developed a solid faith foundation, grounded in the knowledge of Scripture in its entirety, which they intentionally integrate into every aspect of their lives. This is primarily exhibited in Christ-like character (or the fruit of the Spirit), and the regular practice of spiritual disciplines including prayer, Bible study, corporate and personal worship, stewardship, and service. The foundational core curriculum will provide students with the skills by which they are able to formulate and support a personal, growing, evangelical, orthodox Christian faith.

##### **Outcomes**

1. Students will articulate the biblical foundations of their faith and explain how they impact daily life.
2. Students will practice biblical principles of a growing Christian faith as evidenced by spiritual disciplines.
3. Students will express the philosophical and theological arguments which shaped the doctrinal understandings of the Christian faith.
4. Students will assess cultural values and practices in the light of biblical theology to influence culture for the Kingdom of God.

# Foundational Core Curriculum Requirements

No single Foundational Core course may meet two separate Foundational Core requirements (except CC and SP or as approved by the School CMC and University APC).

## Orientation (1 requirement)

IAS 101 1 First Year Experience

## Spiritual Foundation (6 requirements)

IAS 110 3 Foundations of the Christian Liberal Arts  
BIB 110 3 Biblical Literature I  
BIB 210 3 Biblical Literature II  
REL 313 3 Historic Christian Belief  
PHI 413 3 Contemporary Christian Belief  
IAS 495 1 Senior Seminar

## Stewardship of the Body (2 requirements)

KIN 100\* 2 Fitness for Life  
Select one\* of the following:  
EXS 280 1 Exercise Techniques for Physical Fitness  
KIN 200\_ 1 General Physical Education (may not repeat same course for credit)  
KIN 250 2 Elementary School Health and Physical Activity  
KIN 300 1 Basic Swimming Skills  
KIN 302 2 Lifeguard Training  
KIN 333 2 Water Safety Instructor  
KIN 334 1 Lifeguard Training Instructor

Note: Pre-Med, Public Health, and Exercise Science students should contact advisor for alternatives.

\*Students completing PHP 100 for 1 credit must select 2 hours to total 3 credit hours.

## Fine Arts (2 requirements)

Select one of the following:  
HUM 120/320 4 Survey of 20th Century Music and Art  
HUM 230 4 Art as Experience  
HUM 330 4 Arts and Ideas

Note: Art and music majors/minors should refer to curriculum requirements for alternatives.

Select one of the following:

ART 3 Selected Art Studio Course (must be approved in catalog)  
JRN 332 3 Layout and Design  
DAN 3 Dance Technique for the Actor  
HUM 250\_ 1 Participation in the Arts  
MUS 1 Music Ensemble or Music Lesson (private or class)

## Speaking (1 requirement)

Select one of the following:  
CAS 110 3 Public Speaking  
CAS 120 3 Interpersonal Communication

## Writing (1 requirement)

ENG 110 3 Expository Writing

## History (1 requirement)

Select one history\* course (3-5 credit hours).

HIS 3-5 History Course\*

\*HIS 130, 250, 360, 393, 450, 480, 490 will not meet a foundational core requirement.

\*HIS 170, 270, 370 require departmental approval to meet a foundational core requirement.

## Computation (1 requirement)

Select one of the following:  
COS 104/106 2 Computing and Culture - Applications and Context  
COS 105\* 1 Ethics, Computing, and Society  
COS 120 4 Introduction to Computational Problem Solving  
COS 130 3 Computational Problem Solving for Engineers  
EDU 242 3 Educational Technology in Elementary Education

\*Course only available to transfer students with an approved computer competency transfer course.

## Mathematics (1 requirement)

Select one of the following:  
MAT 110 3 Finite Mathematics  
MAT 120 3 Investigations in Mathematics  
MAT 140 3 Fundamental Calculus for Applications  
MAT 145 3 Introduction to Functions and Calculus  
MAT 151 4 Calculus I  
MAT 180 3 Problem Solving  
MAT 210 4 Introductory Statistics  
MAT 220 4 Ways of Knowing  
MAT 301-302\* 6 Number Concepts for Elementary Teachers and Geometry and Measurement for Elementary Teachers  
SOC 355 3 Applied Social Statistics

\*Student must complete both MAT 301 and 302 to meet mathematics requirement.

## Literature (1 requirement)

Select one of the following:  
ENG 230 3 World Literature  
ENG 240 3 American Literature  
ENG 250 3 British Literature  
THR 112 3 Performing Literature

## Science (2 requirements)

Select two lab science courses totaling at least 7 credit hours from two different areas:

### (I) Life Science

BIO 100 4 General Biology  
BIO 104 3 Introductory Animal Biology  
BIO 106 4 Human Biology  
BIO 201 4 Biology I: Foundations of Cell Biology and Genetics  
BIO 244 4 Human Anatomy and Physiology I  
CHE 120† 4 Forensic Science  
SUS 200 3 Environment and Society  
SUS 231 4 Environmental Science, Society, and Sustainability

### (II) Physical Science

CHE 100 4 Chemistry for Living  
CHE 120† 4 Forensic Science  
CHE 201 4 General, Organic, and Biochemistry I  
CHE 211 4 College Chemistry I  
PHY 120 4 Renewable Energy Principles  
PHY 203 4 General Physics I  
PHY 211 4-5 University Physics I

### (III) Earth Science

ENP 345 3 Fundamentals of Space Systems  
ENS 241 4 Physical Geology  
ENS 242 4 Geology of Indiana  
GEO 210 4 Physical Geography  
GEO 240 3 Introduction to Geology  
PHY 201 3-4 Introductory Astronomy

### (IV) Life, Physical, or Earth Science

NAS 201 3 Nature of Science (will meet any one of the three areas)

Note: Chemistry and Physics departmental majors should contact advisor for alternatives.

†Based upon course section selected, CHE 120 will meet either a life or physical science requirement.

## Social Science (2 requirements)

Select two courses from two different departments†. At least one must be from civic engagement.

### (I) Civic Engagement

ECO 201<sup>2</sup> 3 Principles of Microeconomics  
ECO 202<sup>2</sup> 3 Principles of Macroeconomics  
EDU 384<sup>4</sup> 1 Perspectives of Diversity  
EXS 346<sup>5</sup> 3 Community Health Education  
FIN 194<sup>2</sup> 3 Personal Finance  
GEO 230<sup>3</sup> 3 Political Geography  
PBH 100<sup>6</sup> 3 Introduction to Public Health  
PBH 110<sup>6</sup> 3 Global Health  
POS 100<sup>3</sup> 3 American Politics  
POS 150<sup>3</sup> 3 World Politics  
POS 213<sup>3</sup> 3 International Political Economy  
POS 331<sup>3</sup> 3 Public Policy  
PSY 315<sup>7</sup> 3 Working with Orphans and Vulnerable Children  
SOC 100<sup>8</sup> 3 Introduction to Sociology  
SOC 110<sup>8</sup> 3 Introduction to Global Societies  
SOC 200<sup>8</sup> 3 Cultural Anthropology  
SOC 210<sup>8</sup> 3 Contemporary Social Issues  
SOC 220<sup>8</sup> 3 Ethnic and Minority Issues  
SOC 315<sup>8</sup> 3 Social Inequality and Stratification  
SOC 410<sup>8</sup> 3 Community and Urban Affairs  
SWK 200<sup>9</sup> 3 Explorations in Social Work  
SWK 320<sup>9</sup> 3 Unleashing the Oppressed

### (II) General Social Science

GEO 220<sup>3</sup> 3 Regional Geography  
HIS 211/311<sup>3</sup> 3 History and Geography of Latin America  
HIS 212/312<sup>3</sup> 3 History and Geography of East Asia  
HIS 213/313<sup>3</sup> 3 History and Geography of Africa  
HIS 215/315<sup>3</sup> 3 History and Geography of South Asia  
HIS/POS 321<sup>3</sup> 3 Modern Middle East  
IAS 330<sup>1</sup> 3 Human Relations in Organizations  
POS 222<sup>3</sup> 3 Comparative Politics  
POS 312<sup>3</sup> 3 Political Behavior  
PSY 100<sup>7</sup> 3 Introduction to Psychology  
PSY 240<sup>7</sup> 3 Child Psychology  
PSY 250<sup>7</sup> 3 Life Span Development  
PSY 340<sup>7</sup> 3 Adolescent Psychology  
PSY 350<sup>7</sup> 3 Child and Adolescent Psychology  
SOC 310<sup>8</sup> 3 Religion and Society  
SOC 330<sup>8</sup> 3 Social Change and Social Movements  
SOC 361<sup>8</sup> 3 History of Social Thought  
SOC 381<sup>8</sup> 3 Marriage and Family Systems

## Integrated Requirements (3 requirements)

Selected courses are designed and attributed to meet these requirements.

Complete one designated cross-cultural course (CC)

Complete two designated speaking courses (SP)

Note: Students completing both CAS 110 and CAS 120, must only complete one additional (SP) course.

# Proficiencies

## English/Writing Proficiency and Requirements

### Writing Placement

In order to ensure writing success at Taylor, all students will place into the freshman writing course that best meets their needs as college writers: ENG 101 Fundamentals of Writing or ENG 110 Expository Writing.

Most students' writing placement is determined by using SAT Critical Reading or ACT English test scores and the high school GPA. Students whose combined scores are high will be placed into ENG 110 (unless they choose to attempt CLEP or AP credit); students whose combined scores are not high will be placed into ENG 101; except for multilingual students who will be placed in a special and the reading proficiency (if required) shall be deemed completed when this special section is completed with a C- or higher. *English-speaking international students (including missionary kids and other third-culture kids) who place into ENG 101 but would prefer to take the special section for multilingual students are welcome to do so since it will focus on American academic writing and reading preparation.* Any international student who is placed into ENG 110 but does not pass the reading proficiency will be placed into IAS 140, the academic reading course.

After receiving his or her placement, if a student believes that he or she has been placed into the wrong writing course—either at too high or too low of a level—the student should contact the Advising Office. The student will be given an online writing test to complete. Then, the chair of the English department and the writing center director will evaluate this writing sample, along with the SAT/ACT test scores and high school GPA in order to determine if the writing placement should be changed. The student will receive an email within two weeks of completing the writing test notifying him or her of the final writing placement. In order to have the writing placement altered, the writing test should be completed by August 1. Following August 1, it is unlikely any placements can be altered.

Students who do not have SAT/ACT scores must also complete a writing test to help determine writing placement. Placement will be decided based on the writing test and the high school GPA. Students should contact the Advising Office to receive the writing test.

### Writing Requirements

Taylor University believes that writing plays a significant role in both learning and communication; thus, Taylor has several writing requirements. First, all students must meet ENG 110 Expository Writing in their first year at Taylor. Some students must complete ENG 101 Fundamentals of Writing (fall semester) prior to Expository Writing (spring semester). These writing courses set the foundation for the college-level writing that will be expected at Taylor. Second, a large number of Taylor's foundational core courses incorporate writing in some way, from short in-class writing to research papers. Third, every student will experience a substantial amount of writing in their major, most of which will be discipline-specific writing to prepare students for the kind of writing they will need in their careers. All students, both first-time freshmen and transfer students, are expected to complete ENG 110 Expository Writing by the end of their first year.

### Transfer Credit for ENG 110

Writing courses transferred from other institutions to meet ENG 110 must represent the total writing requirement at that college or university (*the last course in a sequence if more than one semester is offered*). The course should include process writing, finished essays, and a research paper. The Registrar's Office (*in consultation with the English department at Taylor*) must approve transfer courses.

### AP Credit for ENG 110

An AP score of 5 qualifies for credit, while a score of 4 requires evaluation of the essay by the English department at Taylor University. If a score of 4 is received, it is the student's responsibility to request that AP send them their essay. The student then needs to submit their essay to the Testing Office. The AP process must be completed with the Office of Academic Assessment before October 15, for students entering in the fall semester, or March 15, for those entering in the spring semester.

### CLEP Credit for ENG 110

Students wishing to attempt CLEP credit must have scores at or above 35 in SAT Reading (taken after March 2016), 660 in SAT Critical Reading (taken prior to March 2016), or 27 in ACT English. A scaled score of 50 or higher on the CLEP College Composition Modular exam qualifies a student to write an essay evaluated by the department of English. The CLEP exam must be taken and passed by October 15 for students entering in the fall semester and March 15 for students entering in the spring semester. Students not completing all requirements by the appropriate date must register for ENG 110 in their second semester at Taylor.

*If the AP or CLEP exam for ENG 110 Expository Writing is passed and approved by the Office of Academic Assessment, the fee for posting credit to the transcript must be paid by November 1, for those entering in the fall semester, and April 1, for those entering in the spring semester. Students are solely responsible for verifying that their scores are received in the Office of Academic Assessment.*

## Reading and Math Proficiencies

All new students, both first-time freshmen and transfer students, must demonstrate proficiency in reading and mathematics. The main purpose of these proficiency requirements is to ensure that all students are prepared to successfully complete coursework at Taylor. Proficiency tests are administered at student orientations during the summer, Welcome Weekend, and the first week of the fall and spring semesters.

All students must fulfill the reading and math proficiency requirements according to the following guidelines:

### Reading

Students with an SAT Reading score of 29 or above taken after March 2016, SAT Critical Reading score of 540 or above taken prior to March 2016, or ACT English score of 23 or above are considered to have met the reading proficiency requirement.

Students without a sufficient SAT or ACT score will be registered for IAS 140 Academic Reading. Students will have the opportunity to test out of IAS 140 during Summer Orientation or Welcome Weekend by passing the reading proficiency exam with a score of at least 13.0. Students can satisfy the reading proficiency by completing IAS 140 with a grade of C- or better.

### Math

Students with an SAT math score of 570 or above taken after March 2016, SAT math score of 550 or above taken prior to March 2016, or ACT math score of 24 or above are considered to have met the math proficiency requirement.

Students without sufficient SAT or ACT scores are required to attain a passing score of at least 35 on the math proficiency exam. Students in this group who do not pass the proficiency exam will be enrolled in MAT 100 Mathematics Fundamentals. Failure to pass the exam as part of the course will require re-enrollment in MAT 100 for the following term.

Other math courses, including Taylor or transfer credit, will not meet the math proficiency requirement.

# Majors and Minors

## Major

The major is the principal field of study usually consisting of 25 percent or more of the total hours required in an undergraduate curriculum. At Taylor University, typical fields of study require students to earn a minimum of 30 hours of credit. The following requirements apply to the major:

- A 2.30 GPA in the major field is required. Higher GPAs are required in certain curricula (e.g., social work).
- Only courses with a grade of C- or better will count in satisfying major requirements.
- The major GPA is calculated to include all courses that could be counted toward the major, including courses in which a grade below C- is earned. This includes courses taken in concentrations, tracks, education, and systems. Note that Elementary Education requires majors to take some courses (including courses offered by other departments) which do not count in the Elementary Education major GPA.
- If a major course is normally taken for a letter grade (A-F), the course cannot be counted in the major if taken pass/fail.
- Fifty percent of the hours in the major field must be earned at Taylor University.
- A comprehensive examination, paper, or project in each major field of study must be successfully completed.
- Students must make application and receive approval from each department before adding concurrent majors.

## Concentration

A concentration is an intensive study of a subject within a major field of study typically consisting of 30 percent of the major requirements. At Taylor University, concentrations are specialized areas within the major field and include tracks, application fields, supporting areas, and areas of emphasis. There is a range of required hours determined by standards within the field, along with requirements established by the department.

### Bachelor of Arts (BA) Degree Majors

#### School of Humanities, Arts, and Biblical Studies

Art Education  
Biblical Literature  
Christian Ministries  
English  
    *Select one required concentration:*  
    Creative Writing  
    Literature  
English Education  
Film and Media Production  
Goal-Oriented  
Graphic Art  
    *Select one required concentration:*  
    Design  
    Illustration  
    Photography  
History  
International Studies  
    *Select one required concentration:*  
    African, Asian, and Latin American Studies  
    Cross-Cultural Ministries  
    East Asia Studies  
    European Studies  
    Middle East Studies  
    Peace, Reconciliation, and Justice  
    Spanish Language and Literature  
    World Literature  
    World Politics and Economics  
Multimedia Journalism  
Music  
Philosophy  
Political Science, Philosophy, and Economics  
Pre-Art Therapy  
Public Relations  
Social Studies Education  
    *Historical Perspectives (required)*  
    *Select one additional required concentration:*  
    Economics  
    Geographical Perspectives  
    Government and Citizenship  
    Psychology  
    Sociology  
Spanish  
Spanish Education  
Strategic Communication  
Studio Art  
Theatre Arts  
Youth Ministry

#### School of Natural and Applied Sciences

Biology  
    *Pre-Medicine (optional)*  
Biology Science Education  
Chemistry  
    *Pre-Medicine (optional)*  
Chemistry Education  
Computer Science  
Computer Science–Digital Media  
Exercise Science  
    *Select one required concentration:*  
    Health Science and Human Performance  
    Pre-Allied Health  
Goal-Oriented  
Mathematics  
Mathematics Education  
Physics  
Physics/Mathematics Education  
Physics Science Education  
Public Health  
Sport Management

#### School of Social Sciences, Education, and Business

Accounting  
Elementary Education  
    *Select one approved minor or one concentration:*  
    Language Arts  
    Mathematics  
    Middle School Language Arts Licensure  
    Middle School Mathematics Licensure  
    Middle School Science Licensure  
    Middle School Social Studies Licensure  
Music  
Science  
Social Studies  
Spanish  
Special Education P-12 Licensure  
TESOL Elementary K-6 Licensure  
TESOL Elementary P-12 Licensure  
Visual Arts  
Goal-Oriented  
Management  
Marketing  
Psychology  
    *Pre-Medicine (optional)*  
Social Work  
Sociology  
    *Select one required concentration:*  
    Family Studies  
    Justice Studies  
    Policy Studies  
    Sociological Studies  
    Urban Studies

## **Bachelor of Fine Arts (BFA) Degree Majors**

### **School of Humanities, Arts, and Biblical Studies**

Musical Theatre

## **Bachelor of Music (BM) Degree Majors**

### **School of Humanities, Arts, and Biblical Studies**

Composition

Music Education

Performance

*Select one required concentration:*

Instrumental

Piano

Vocal

## **Bachelor of Science (BS) Degree Majors**

### **School of Humanities, Arts, and Biblical Studies**

Art Education

Biblical Literature/Systems

Christian Ministries/Systems

English Education

English/Systems

*Select one required concentration:*

Creative Writing

Literature

Film and Media Production/Systems

Goal-Oriented

Goal-Oriented/Systems

Graphic Art/Systems

*Select one required concentration:*

Design

Illustration

Photography

History/Systems

International Studies/Systems

*Select one required concentration:*

African, Asian, and Latin American Studies

Cross-Cultural Ministries

East Asia Studies

European Studies

Middle East Studies

Peace, Reconciliation, and Justice

Spanish Language and Literature

World Literature

World Politics and Economics

Multimedia Journalism/Systems

Music

*Select one required concentration:*

Church Music Ministries

Management

Marketing

Philosophy/Systems

Political Science, Philosophy, and Economics/Systems

Pre-Art Therapy/Systems

Professional Writing

Public Relations/Systems

Social Studies Education

*Historical Perspectives (required)*

*Select one additional required concentration:*

Economics

Geographical Perspectives

Government and Citizenship

Psychology

Sociology

Spanish/Systems

Spanish Education

Strategic Communication/Systems

Studio Art/Systems

Youth Ministry/Systems

### **School of Natural and Applied Sciences**

Biochemistry

Biology

*Pre-Medicine (optional)*

Biology Science Education

Biology/Systems

*Pre-Medicine (optional)*

Chemistry

Chemistry–Environmental Science

Chemistry Education

Computer Engineering

Computer Science

Computer Science/Systems

Computer Science/Cybersecurity

Computer Science–Digital Media/Systems

Engineering

*Select one required concentration:*

Biomedical

Chemical

Electrical

Environmental

General

Mechanical

Physics

Environmental Science

*Select one required concentration:*

Biology

Geology

Exercise Science

*Select one required concentration:*

Health Science and Human Performance

Pre-Allied Health

Goal-Oriented

Goal-Oriented/Systems

Health Science

*Select one required concentration:*

Pre-Nursing

Pre-Nursing and Public Health

Mathematics Education

Mathematics–Interdisciplinary

*Select one approved minor or major*

Mathematics/Systems

Natural Science

*Pre-Medical Technology (required)*

Physics

Physics/Mathematics Education

Physics Science Education

Public Health

Sport Management

Sustainable Development

*Select one required concentration:*

Public and Environmental Health

Sustainable Agriculture

Water Resources

Systems Engineering

### **School of Social Sciences, Education, and Business**

Accounting

Accounting/Systems

Educational Studies

Elementary Education

*Select one approved minor or one concentration:*

Language Arts

Mathematics

Middle School Language Arts Licensure

Middle School Mathematics Licensure

Middle School Science Licensure

Middle School Social Studies Licensure

Music

Science

Social Studies

Spanish

Special Education P-12 Licensure

TESOL Elementary K-6 Licensure

TESOL Elementary P-12 Licensure

Visual Arts

Finance

Goal-Oriented

Goal-Oriented/Systems

Management/Systems

Marketing/Systems

Psychology/Systems

*Pre-Medicine (optional)*

Social Work

Sociology/Systems

*Select one required concentration:*

Family Studies

Justice Studies

Policy Studies

Sociological Studies

Urban Studies

## **Associate of Arts (AA) Degree Majors**

### **School of Humanities, Arts, and Biblical Studies**

Liberal Arts

## Minor

Minors are intended to complement the major or provide a greater breadth to liberal arts education. The minor normally consists of approximately 15 percent of the total hours required in an undergraduate curriculum and generally involves a course of study equivalent to about 45 percent of a major at Taylor University. The following requirements apply to the minor:

- A 2.30 GPA in the minor field is required.
- Only courses with a grade of C- or better will count in satisfying minor requirements.
- The minor GPA is calculated to include all courses that could be counted toward the minor, including courses in which a grade below C- is earned.
- Students may not receive both a major and minor in the same area.
- If a minor course is normally taken for a letter grade (A-F), the course cannot be counted in the minor if taken pass/fail.
- Fifty percent of the hours in the minor must be earned at Taylor University.
- Students must make application and receive approval from each department before adding concurrent minors.

### Baccalaureate Minors

Accounting	Creative Writing	Keyboard Pedagogy	Political Science
Applied Missions†	Economics	Legal Studies	Professional Writing
Applied Music	English	Literature	Psychology
Art History	Entrepreneurship	Management	Public Health
Biblical Languages	Environmental Science	Marketing	Public Relations
Biblical Literature	Ethics	Mathematics	Sociology
Biology	Finance	Multimedia Journalism	Spanish
Chemistry	Geography	Music Composition	Sport Management
Christian Ministries	History	Orphans and Vulnerable Children	Strategic Communication
Church Music Ministries	Intercultural Studies/Missions	Philosophy	Studio Art
Coaching	International Relations	Photography	TESOL ( <i>Teaching English to Speakers of Other Languages</i> )
Computer Science	International Studies	Physics	Theatre Arts
			Youth Ministry

†Departmental approval required

# Graduation

## Applying to Graduate

Candidates for graduation should apply to graduate at least one year prior to the anticipated graduation date: May 1 for Spring/Summer graduates and December 1 for Fall/Interterm graduates. This student-initiated step begins the graduation tracking process.

The student and advisor should utilize My TU Degree to review all outstanding requirements for graduation. Once the student applies to graduate, the Director of Graduation will review the progress toward graduation for the student during summer (for Spring/Summer graduates) or January (for Fall/Interterm graduates). Any outstanding requirement shown should be addressed by March 1 for Commencement participants and all requirements must be met for degree conferral. Students anticipating a Summer completion must notify the Director of Graduation of all planned Summer courses by March 1 prior to Commencement.

If deficiencies exist in My TU Degree, the student will not be eligible for participation in Commencement; it is the student's responsibility to notify his or her family. If the deficiencies are addressed and My TU Degree shows no outstanding requirements (with the exception of the senior comprehensive requirement, departmental participation, and planned Summer courses not to exceed 8 credit hours) by April 15, the student will be eligible to participate in Commencement. Students addressing deficiencies after April 15, but prior to Commencement, may request permission to participate in Commencement, although the student might not be included in the Commencement program.

Students with two additional semesters remaining for graduation should visit <http://www.taylor.edu/academics/registrar/graduation.shtml> for details regarding applying to graduate prior to the May 1 or December 1 deadline. Students are solely responsible for ensuring that their academic programs comply with the policies of the University and meet all graduation requirements.

## Commencement and Diplomas

A student may complete graduation requirements and officially graduate at the end of any Taylor University instructional terms concluding in December, January, May, June, July, or August. Only one Commencement ceremony is held—in May at the end of the Spring term. Attendance at Commencement is expected; however, if a graduate is unable to participate, written notification of *in absentia* must be submitted to the Director of Graduation by April 15. Students are eligible to participate in a maximum of one Commencement per level of degree. Graduates subsequently completing a higher degree at Taylor would be eligible to participate in Commencement again.

A Summer graduation candidate should participate in Commencement if no more than 8 credit hours remain and the student notifies the Director of Graduation of all planned Summer courses to be completed by the respective official Summer graduation date. December and January graduates are eligible to participate in the ceremony following their official graduation. Any exceptions must be approved by the School Dean after the student has applied to graduate.

Any outstanding course, including incompletes, will prevent the conferral of the degree. A student intending to take additional courses beyond graduation must apply as a guest student or extend the graduation date. Diplomas should be mailed to graduates within three weeks of the conferral date following submission of final grades and completion of the final degree audit by the Office of the Registrar. Graduates must fulfill all financial obligations to the University before receiving a diploma.

## Honors

In recognition of superior scholarship, the University awards three levels of honors at graduation: *cum laude*, *magna cum laude*, and *summa cum laude*. *Cum laude* is awarded to those students with a cumulative GPA of at least 3.50. *Magna cum laude* is awarded to those students with a minimum cumulative GPA of 3.70. *Summa cum laude* is awarded to those with a minimum cumulative GPA of 3.90.

Graduation honors placed on diplomas and transcripts are designated for those students who have fully completed all course work and requirements for their baccalaureate degrees. Graduation honors are computed on Taylor University credit hours only; fifty percent of the minimum degree hours must be completed through Taylor University. Associate and Master degrees are not eligible to receive honors.

**For Commencement ceremony purposes only**, honors will be announced and appropriate honors regalia worn using the cumulative GPA calculated after January interterm. No grades from Spring (immediately preceding Commencement) will be used in calculating honors for Commencement.

## Major/Minor GPA Calculation

Only courses with a grade of C- or better will count in satisfying major/minor credit hour requirements. However, the institutional methodology for computing the major or minor GPA will be to include all non-repeated courses that could be counted toward the major/minor, including courses in which a grade below C- is earned. This includes excessive major electives and courses taken in concentrations, tracks, education, and systems.

All major and minor programs will continue to have a 2.30 major and minor GPA requirement with the exceptions of social work which requires a 2.50 major GPA and the Honors Guild which requires a 3.40 cumulative GPA. Individual programs may have circumstances unique to the discipline that would suggest that major or minor GPA requirements might be more appropriately computed in a specific manner; these exceptions are listed within the curriculum requirements for those majors and minors.

## My TU Degree Audit

My TU Degree is the official degree audit system provided to students, faculty, and staff in order to track progress toward graduation. Students are responsible to regularly review the degree audit to ensure all degree requirements are being met and that the academic plan (e.g., four-year plan) keeps the student on track for degree completion. Students should review the degree audit with the advisor to determine courses in which to register for upcoming terms and to create a four-year plan.

Any student meeting a requirement by a course not listed in the audit must submit a course substitution form (approved by the chair of the department requiring the course); after submission to the Office of the Registrar, the student's My TU Degree audit will be updated to show the course meeting the specific requirement.

Students must contact the Office of the Registrar for clarification of any discrepancies experienced with the catalog, curriculum guides, degree audit, staff, and faculty.

## Senior Comprehensive Examination/Paper/Project

A candidate for a baccalaureate degree must successfully complete a comprehensive examination, project, or paper in the major field of study. This requirement is expected to be completed during the senior year. A student is allowed a maximum of three attempts to pass the comprehensive requirement in any single major. If a student intends to graduate with more than one major, a comprehensive examination, project, or paper is required for each major. The examinations, projects, or papers are to be marked superior, pass, or fail. Advisors can discuss available options for a specific major.



# Academic Enrichment Center Academic Support Services

Scott E. Gaier, Coordinator, Academic Enrichment Center

The Academic Enrichment Center (AEC) is housed in the northwest wing of the Zondervan Library. In keeping with Taylor University's mission statement, the AEC serves as a compassionate outreach to all students by providing academic study support so that all students may reach their academic potential.

Services provided by the Academic Enrichment Center include: academic skills courses, study counseling, tutoring, disabled student services, Writing Center, academic support for students on academic probation, and academic support for provisionally accepted students. In coordination with the Office of Academic Assessment, the AEC offers academic support for students who are unable to meet proficiencies required by the University, including the math, reading, and writing proficiencies.

The learning-assistance services and programs assist and encourage all students to become active and independent learners. The specific goals of the Academic Enrichment Center are to:

- Assist members of the campus community in achieving their personal potential for learning.
- Provide instruction and services that address the cognitive, affective, and sociocultural dimensions of learning.
- Introduce students to the expectations of faculty and the culture of higher education.
- Help students develop positive attitudes toward learning and confidence in their abilities to learn.
- Foster personal responsibility and accountability for one's own learning.
- Provide a variety of instructional approaches that are appropriate for the level of skills and learning styles of the student population.
- Assist students in transferring previously learned skills and strategies to their academic work.
- Provide services and resources to faculty, staff, and administrators that enhance and support classroom instruction and professional development.
- Support the academic standard and requirements of the University.

The Academic Enrichment Center offers the following courses intended to assist students in learning effective time management, efficient reading techniques, meaningful note taking strategies, excellent study models for test preparation and taking, and math knowledge for college success. Courses are provided to help students meet the math and reading proficiency levels as outlined in the degree requirements for the University.

## **IAS 140** **1 hour**

### **Academic Reading**

An exploration and application of reading strategies to help students engage academic reading for more effective reading rate, comprehension and retention. The course will help students establish appropriate reading skills for academic success in college. *Students taking IAS 140 to meet the reading proficiency required by the university must pass the reading proficiency test in order to pass IAS 140.*

## **IAS 180** **1 hour**

### **Applied Learning Techniques—Verbal**

Emphasizes techniques for the improvement of study skills, listening and note taking, reading and comprehension. The course meets two hours a week, with the third hour reserved for extra assignments. Work is completed in a lab setting. *May be repeated one time only. Pass/fail only.*

## **IAS 185** **1 hour**

### **Applied Learning Techniques—Math**

Emphasizes techniques for the improvement of math study skills, listening and note taking and mathematics skills. The course meets two hours a week, with a third hour reserved for make-up or extra assignments. *May be repeated one time only. Pass/fail only.*

## **IAS 190** **1 hour**

### **Foundations of Learning and Academic Engagement**

This course is specifically designed to help increase learning and academic success for students on academic probation. Students on academic probation will meet individually with a faculty or staff member in the Academic Enrichment Center throughout the entire semester. Topics covered will emphasize deep learning, academic engagement and responsibility, and study skills.

## **IAS 280** **1 hour**

### **Applied Learning Techniques—Verbal**

Emphasizes techniques for the improvement of study skills, listening and note taking, reading and comprehension. The course meets two hours a week, with the third hour reserved for extra assignments. Work is completed in a lab setting. *May be repeated one time only. Pass/fail only.*

## **IAS 285** **1 hour**

### **Applied Learning Techniques—Math**

Emphasizes techniques for the improvement of math study skills, listening and note taking and mathematics skills. The course meets two hours a week, with a third hour reserved for make-up or extra assignments. *May be repeated one time only. Pass/fail only.*

## **IAS 410** **1 hour**

### **Speed Reading**

Emphasis on speed reading techniques and effective comprehension. Meets two hours a week. *Prerequisite: 13<sup>th</sup> grade-level reading; not open to freshmen. Pass/fail only.*

## **IAS 440** **1 hour**

### **Advanced Test Preparation**

Individualized instruction and review of both quantitative and verbal materials in preparation for passing exams such as the GRE, GMAT, LSAT, and MCAT. Meets twice a week for seven weeks. *Pass/fail only.*

## **First Year Experience**

All incoming students are welcomed to the Taylor community as part of the First Year Experience program. This begins with the summer orientation program, which is designed to help you feel more acquainted with campus, meet other members of the Taylor community, and have your questions answered as you prepare for the beginning of the school year. The school year begins with Welcome Weekend, an opportunity for students to build on the relationships started in summer orientation, start to make the transition academically, and prepare spiritually for the Taylor experience that awaits you.

During your freshman year, the First Year Experience program is designed to make the transition to Taylor smooth and comfortable. The program consists of curricular and co-curricular aspects which help new students integrate into the Taylor culture and help you in understanding your relationship to the intellectual, social, and spiritual climate of Taylor University. The curricular component is a foundational core course—IAS 101 First Year Experience—in which all first-time freshmen are enrolled the first half of the Fall semester. Through lectures and peer-led small group discussions, the topics of campus resources, college adjustment, student engagement, holistic development, and diverse perspectives are addressed.

# Taylor University Online

Director, Carrie Meyer

Taylor University Online provides quality Christian higher education using innovative methods. With roots in the 1930s, TU Online has since grown to offer over 110 courses and several programs. The online delivery format is flexible and convenient.

For additional information on Taylor University Online, visit <http://online.taylor.edu>.

## Registration

Students who intend to register for a TU Online course are required to complete the TUO course approval form and obtain signatures of the student's advisor as well as the department chair of the course to be taken. The form should be submitted to the Office of the Registrar for review and approval by the Registrar. Upon approval, the student is notified to contact TUO for course registration and payment. Courses taken through TUO are not considered part of the academic load for enrollment verification, tuition, or financial aid.

No more than 16 hours of distance learning, including TUO coursework, may be taken to fulfill degree requirements.

Students on institutional academic probation are not permitted to register for courses through TUO unless repeating a course. No academically suspended student may be enrolled in any Taylor courses, including those offered by TUO.

TUO course approval forms are available online at <http://www.taylor.edu/academics/registrar/forms.shtml>.

## Drop or Withdraw From a Course

The refund schedule and transcript ramifications for guest and out-of-term students who withdraw from a course are as follows:

- Withdraw within 7 days of registration: 100% refund and course does not appear on the transcript.
- Withdraw between 8 to 28 days of registration: 75% refund and course appears as a "W" on the transcript.
- Withdraw between 29 days of registration and the original course due date: 0% refund and course appears as a "W" on the transcript.
- Withdraw during the extension period: 0% refund and course appears as a "WF" on the transcript.

To request to be withdrawn, contact the Taylor University Online office at [online@taylor.edu](mailto:online@taylor.edu) or call 800-845-3149. The date the request is submitted will be honored as the withdrawal date.

## Extensions/Incompletes

For guest and out-of-term students, one 4-month extension is available per course if requested and paid for at least 2 weeks prior to the established due date of the course; a fee is assessed for the extension.

## Grades and Transcript

Grades earned through TUO affect the cumulative GPA and are included on the student's transcript along with all courses taken through Taylor. All final grades (e.g., A-F, WF), excluding a grade of W, affect the cumulative GPA.

For information on requesting a transcript, please refer to **Transcript of Academic Record** on page 28.

# Off-Campus/International Studies Programs

*Jeff Miller, Director, Off-Campus Programs*

One of Taylor University's objectives is to prepare students for a variety of professions on a foundation of appropriate academic experiences, cultural breadth, and Christian perspectives. Off-campus study programs challenge values and stimulate critical thinking, whether they take place in the United States or abroad. Many students return home from their off-campus experience with new perspectives, new questions, and a deeper hunger to learn more about their own society. In order to keep within its mission, Taylor University offers many opportunities for students to earn undergraduate credit for a semester, January interterm, or summer in an environment of total academic and cultural immersion.

The following policies apply to off-campus/international studies programs:

- Applicants must have completed one semester in residence on campus prior to applying to any off-campus program, with the exception being programs specifically designed for a select group of students (e.g., freshmen, transfers).
- A minimum GPA of 2.75 is required for application to off-campus programs. Certain programs may require a higher GPA for participation.
- Students must maintain full-time status (12-17 hours) during off-campus program participation, except in the case where the program is specifically designed for 18 credit hours.
- Overload hours, independent study courses (offered by Taylor professors), and online distance learning courses are not permitted without prior approval during off-campus program semesters.
- All off-campus program courses must be taken for a grade—not pass/fail or audit.
- Upper-division and lower-division credit is attributed to the off-campus program course number or course-level standard. In most cases, course equivalencies are offered at the same level; however, there are exceptions: If a program's upper-division course is approved to meet a lower-division Taylor course, upper-division credit will be awarded; if a program's lower-division course is approved to meet an upper-division Taylor course, lower-division credit will be awarded.
- Grades from all approved off-campus programs listed below are considered to be credits through Taylor and will be attributed to the student's transcript and factored into the GPA.
- Within two weeks of the start of a semester, each student must provide the Department of Off-Campus Programs with a confirmed schedule for the semester along with syllabi for all enrolled courses.

Acceptance to off-campus study programs is two-fold and requires: (1) Taylor University approval; and (2) Program approval. In order to participate in any semester off-campus program, students must obtain approval from their academic advisors and the Offices of Off-Campus Programs, Student Development, the Bursar, and the Registrar. Students interested in participating in off-campus/international studies programs should consult with the Department of Off-Campus Programs.

Since most off-campus programs are independent organizations or universities not operated by Taylor University, students should understand that not every course will fulfill a Taylor requirement, and due to international registration procedures some students may not receive every class for which they make a request. Applicability of credits earned while participating in an off-campus program to major, minor, foundational core, or general elective degree requirements are determined in advance (usually after Taylor University approval and acceptance by the program) in coordination with the appropriate department(s). Upon their return, students are responsible for any graduation requirements missed during their time off campus.

Billing for off-campus programs is facilitated through the student account of Taylor University based on the formula of: Taylor University tuition (or the program's, if higher); an off-campus study program fee; applicable on-campus fees including insurance coverage through CISI; plus the program's room, board, and other fees. If not included in whole or in part in the program's fees, travel to and from the off-campus study program is the responsibility of the student. Students approved and accepted to off-campus study programs attend several pre-departure orientation sessions in the semester prior to program participation. Topics covered include on-campus logistics (e.g., registration, housing), health and safety, cultural adjustment, and growing spiritual faith.

For additional information and a link to the online application, refer to the website at <http://www.taylor.edu/academics/study-abroad> or contact the Department of Off-Campus Programs ([OCP@TAYLOR.EDU](mailto:OCP@TAYLOR.EDU)) in the Spencer Centre for Global Engagement.

## American Studies Program

The American Studies Program (ASP), located in Washington, D.C., is designed for juniors and seniors and is sponsored by the Council for Christian Colleges and Universities. ASP is an intensive fall or spring semester, blending seminars and hands-on internships. Creative internships are individually arranged to be pre-career work experiences to accommodate diverse majors or areas of interest. The curriculum allows students to choose either the Public Policy Initiatives Track or Strategic Communication Track. Students may earn 15-16 hours of credit through this interdisciplinary program.

### ASP 305 3 hours

#### Topics in Leadership and Vocation

The Topics in Leadership and Vocation course spans the entire semester and is divided into three sections including 1) Identity and Responsibility, 2) The Centrality of Hope and God's Kingdom, and 3) Calling and Career. With respect to identity, personal narratives will be explored to find one's fullest expression and deepest sense of true place when we yield to God's calling (vocation) to embed who we are and what we do within the larger Biblical narrative. Responsibility will be examined in light of desire to live Biblically coherent lives. Properly deciphering personal responsibilities requires the hard work of using the Bible authentically and connecting knowing with doing. The role of narrative as a framework for analysis when unpacking critical questions will be used. Alternative worldview narratives are also considered in light of the biblical narrative. In particular, the modern Western culture's claim that we must personalize all normative concerns will be examined. Responsibilities are viewed as being shaped by the institutional settings (through roles and responsibilities) that normatively structure the places where we learn, work, play, and worship. The centrality of Hope and God's Kingdom is explored as motivations to be intentional actors of hopes is compared with obstructions or distractions from living Biblically coherent lives. Attention is given to view of hope as being justified and efforts not made in vain (in the reality of the Kingdom and Holy Spirit) amidst a fallen world marked by brokenness, disappointment, and suffering.

### ASP 321 3 hours

#### Case Studies in Strategic Communication

Students produce a portfolio comprising group and individual case-study findings, informational interviews, communications materials, and ethical reflections on strategic communication practices. The all-track case study investigates the role strategic communication—coordinating and measuring the impact of advertising, direct response, fundraising and development, marketing, and public relations—plays in achieving organizational goals. Direct engagement with Washington, D.C. organizations and communication professionals helps students learn from experience how to differentiate between the practices of strategic, tactical, operational, and contingency plans. Each student produces a case study tied to his or her internship or another national or international organization. A concluding conference allows students to share and compare research findings across institutional types and sizes.

*American Studies Program continued on next page*

American Studies Program continued from previous page

**ASP 322 3 hours**  
**Advocacy, Fundraising, and Development**

Students work collaboratively in small teams for a real-world client to research and propose a communications strategy and an optimal target audience. This exercise in persuasive communication seeks to build constituent commitment to the client's mission, strategic initiatives, and fundraising activities. Consequently, communication objectives aim to achieve clearly specified and measurable educational, advocacy, and revenue goals. Students reflect on the ethical considerations in this work, and explain how biblical principles shaped their strategic and tactical decisions.

**ASP 330 1 hour**  
**Professional Mentorship**

This optional course matches students with an experienced professional engaged in vocational service relevant to one's own vocational aspirations. Monthly group meetings—consisting of 2 to 3 students sharing common professional interests—provide opportunities for you to explore further matters of both professional development and callings in your field. Meetings are structured, in part, around discussions a *Supplemental Mentorship Text*. The professional mentor selects the text, which is typically a novel or (auto) biography. The book serves as a basis of inquiry and insight into the challenges of weaving together our understandings of calling and career. Students submit a *Mentorship Write-Up* after each meeting, which includes notes from and reflections on the meeting. The first meeting between mentor and student is organized by ASP, scheduled to take place within the first three weeks of the semester. Mentors will schedule all additional meetings.

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**Public Policy Initiatives Track**

**ASP 315 3 hours**  
**Public Policy Analysis Field Seminar**

This seminar provides a detailed survey of the public policy issue of international migration. International migration refers to the movement—both emigration and immigration—of people across international borders. International migration patterns always carry important *political* implications for both the sending and receiving countries. Its study provides opportunity for learners to address critical questions pertaining to contemporary citizenship, democratic practice, equality, freedom, globalization, and liberalism. In this course, ASP faculty equips students through course lectures with the conceptual and analytical tools required to design a research agenda for a Washington, D.C. audience. Area experts and practitioners deliver professional briefings to introduce the myriad institutions and policy positions that animate three key public debates on migration—economics/social welfare, security, and national identity. Early in the course, students choose a salient topic within the issue area. The research proposal—the course's final project—presents a literature review on the migration topic, a preliminary assessment of how competing public arguments on the selected topic resonate you're your own (bourgeoning) understanding of what biblical justice requires in this matter, and a strategy for engaging leading institutions and individuals in Washington, D.C. through future field work.

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**Strategic Communication Track**

**ASP 321 3 hours**  
**Case Studies in Strategic Communication**

Students produce a portfolio comprising group and individual case-study findings, informational interviews, communications materials, and ethical reflections on strategic communication practices. The all-track case study investigates the role strategic communication—coordinating and measuring the impact of advertising, direct response, fundraising and development, marketing, and public relations—plays in achieving organizational goals. Direct engagement with Washington, D.C. organizations and communication professionals helps students learn from experience how to differentiate between the practices of strategic, tactical, operational, and contingency plans. Each student produces a case study tied to his or her internship or another national or international organization. A concluding conference allows students to share and compare research findings across institutional types and sizes.

**ASP 390 2 hours**  
**Internship I**

The American Studies Program internship is a service learning opportunity involving both action and reflection. The purpose of the course is to provide students opportunities to serve in the marketplace and to reflect on that work to deepen faith, facilitate learning, and know more fully how God is calling them.

**ASP 393 4 hours**  
**Internship II**

The American Studies Program internship is a service learning opportunity involving both action and reflection. The purpose of the course is to provide students opportunities to serve in the marketplace and to reflect on that work to deepen faith, facilitate learning, and know more fully how God is calling them.

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**ASP 325 3 hours**  
**Advocacy and Diplomacy Field Seminar**

The Public Policy Research Project supports the student-researcher to complete individual research projects from the Applied Politics and Public Policy Seminar and fashion empirical findings into an effective advocacy agenda. The advocacy component is designed as a group project. Students organize into a small research team tasked with the responsibility of providing policy recommendations that address three key areas of debate on immigration—economic/social welfare, security, and national identity. Research teams conduct personal interviews from among leading institutions and individuals in Washington, D.C., as well as attend area briefings, conferences, hearings, and other events related to the policy issue. Support of their domestic policy recommendations must include international sources. The final project requires each group to present an executive summary of their findings and recommendations in a mock Congressional briefing held in a Congressional office building. The executive summary should exhibit a mature policy analysis and advocate a position that connects its findings with the authors' shared understanding of the biblical themes of shalom and justice in public (i.e., non-sectarian) language.

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**ASP 322 3 hours**  
**Advocacy, Fundraising, and Development**

Students work collaboratively in small teams for a real-world client to research and propose a communications strategy and an optimal target audience. This exercise in persuasive communication seeks to build constituent commitment to the client's mission, strategic initiatives, and fundraising activities. Consequently, communication objectives aim to achieve clearly specified and measurable educational, advocacy, and revenue goals. Students reflect on the ethical considerations in this work, and explain how biblical principles shaped their strategic and tactical decisions.

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**AuSable Institute of Environmental Studies**

Taylor's School of Natural and Applied Sciences is affiliated with the AuSable Trails Institute of Environmental Studies in Mancelona, Michigan. Students may take summer courses for credit at AuSable to fulfill departmental major/minor requirements. Students may also complete requirements for certification as naturalists, environmental analysts, or land or water resources analysts; however, certification will not be reflected on the Taylor transcript.

## Australia Studies Centre

The Australia Studies Centre (ASC) is a partner program through the Council for Christian Colleges and Universities. The ASC is offered in partnership with Christian Heritage College (CHC), a CCCU affiliate member in Carindale, a suburb of Brisbane, Queensland. The program is designed to integrate the firsthand observation and study of Australian culture, history, religion, politics, and Indigenous cultures together with experiential service learning and formal instruction in Christian Studies, Business, Ministries, Social Sciences, Education, and Humanities. The program is comprised of two core units designed especially for ASC students and two elective units or an internship.

*Until confirmed schedules are received, students will be enrolled in the following course:*

### ASC xxx 17 hours

#### Study in Australia

The program is comprised of two required culture classes designed especially for ASC students and two discipline units chosen from Christian Heritage College's list of courses. All students take the View From Australia course and then choose between Australian Aboriginal Cultures or Indigenous Cultures in Australia and Aotearoa (New Zealand).

### ASC IN203 4 hours

#### The View from Australia

The emphasis of this course is on historical and current local and world issues which affect Australia, as interpreted from an Australian perspective. Through examination of Australians' reactions to and handling of these matters, students should develop a basic understanding of the Australian culture and worldview and be able to articulate, appreciate and critique the orienting values of Australian society. Students will also compare, contrast and critique their own cultural value structures through Biblical reflection exercises, and begin to distinguish these cultural virtues from Christian truth.

## China Studies Program

Students are offered an opportunity to discover the richness of China through a unique living/learning semester abroad sponsored by the Council for Christian Colleges and Universities. The China Studies Program (CSP) encourages students to wrestle with the critical issues facing China in the light of biblical truth. Students explore the complex past of one of the world's oldest cultures; experience the economic, political, and social realities of contemporary China; and study China's challenges as a rapidly emerging world power. Students live in the beautiful seaside port of Xiamen, and the curriculum incorporates travel and visits to well-known sites throughout the country such as Beijing, Fujian, Shanghai, Xi'an, and Hong Kong.

In addition to the program's four (student selects either Chinese I or Chinese II) required core courses listed below, each student selects an additional 3-6 credit hours from elective course offerings: Eastern Philosophy and Religions, Dimensions of East Asian Culture, Chinese Painting, Tai Chi, International Business in China, and China Business Internship.

### CSP 101 3 hours

#### Chinese I

This course in introductory Chinese focuses on acquiring survival fluency in spoken and written Chinese. The emphasis is on the spoken form of Mandarin Chinese, the national language of China.

### CSP 102 3 hours

#### Chinese II

This course focuses on acquiring low-intermediate fluency in spoken and written Chinese. The emphasis is on the spoken form of Mandarin Chinese, the national language of China. There will also be lectures on Chinese dialects, simplified vs. traditional characters, and word radicals.

### CSP 310 3 hours

#### Chinese History I

This seminar course covers the history of China from its earliest beginnings up to the present. In addition to reading the course text, each student will read and make a class presentation on a book that goes into more detail about a major person, event, or aspect of Chinese history and culture.

### CSP 314 3 hours

#### Intercultural Communication

This required course covers issues intended to help students understand and adjust to Chinese culture. Topics include culture and basic values, culture shock, introductory linguistics, contextualization, and factors involved in successful cross-cultural interaction. Students will write case studies based on personal experiences in China.

### CSP 316 3 hours

#### Contemporary Society: Public Policy and Economic Development

This course covers two key interrelated aspects of modern China: government policy and economic development. Public policy covers the structure of the Chinese government, legal system, and issues such as ethnic minorities, family planning, and education. Economic development covers the government policies from 1949 to present, from the commune system to the current market-oriented reforms. Other topics include foreign investment, pollution and the environment, and the World Trade Organization.

## Electives

### CSP 315 3 hours

#### Eastern Philosophy and Religions

This seminar course introduces the basic teachings, history, and development of Confucianism, Taoism, Buddhism, and folk religion, as well as their roles in China today. The course will examine topics from a Christian perspective, seeing to what extent they are compatible with Christian doctrine. Field trips to relevant sites will occur throughout the program.

### CSP 317 3 hours

#### Dimensions of East Asian Culture

This elective course introduces students to Chinese visual, physical, medical and culinary arts. Each component consists primarily of hands-on practice. In Chinese Painting, students learning how to hold a brush, mix pigments and paint water-colors in the Chinese style. Instruction about Chinese cooking and cuisines will guide how students prepare and cook ingredients into meals. For Tai Chi, students will practice for 90-minutes a day, three weeks in a row, to learn a standard Tai Chi routine, as well as some practice in martial arts. Lectures on Traditional Chinese Medicine are *not* hands-on, though you will see and (if you like) experience TCM treatment such as acupuncture. Students will also have several lectures on the unifying Chinese philosophy that underlies these dimensions of Chinese culture.

### CSP 320 1 hour

#### Chinese Painting

Students are introduced to the regional folk art of China through presentations by various artisans. Students gain exposure to Chinese painting, opera, calligraphy, self-confidence, cooking, and painting through field trips to different artistic venues.

### CSP 321 1 hour

#### Tai Chi

This course emphasizes traditional Chinese forms of stylized self-defense, which tones the body and concentrates the mind.

### CSP 355 3 hours

#### International Business in China

Current issues such as fair and ethical business practices and the factors involved in out-sourcing jobs to China are presented by Christians who have done business in China for years. Students will be introduced to expectations in dealing with business in China and how to meet with business leaders in Shanghai. The overall goal is for students to understand the personal costs involved in approaching business overseas—not simply as an investment, but as a calling.

### CSP 390 3 hours

#### China Business Internship

Students are provided meaningful work experience with a Western or Chinese company for three weeks.

## Christian College Consortium

The Christian College Consortium's Student Visitor Program is designed to enrich the participant's educational experience by making the resources of other Consortium colleges available as part of the undergraduate program. Through the Student Visitor Program, one semester or its equivalent can be spent on one of the Consortium campuses without completing lengthy enrollment forms. Credits with grades are transferable to Taylor. Consortium Colleges include: Asbury College, Bethel University, George Fox University, Gordon College, Greenville College, Houghton College, Malone University, Messiah College, Seattle Pacific University, Taylor University, Trinity International University, Westmont College, and Wheaton College.

*Until confirmed schedules/official transcripts are received, students will be enrolled in the following course:*

**VIS xxx** 17 hours  
**Consortium Visitor**

## Contemporary Music Center

This Council for Christian Colleges and Universities' off-campus study program, located in Nashville, Tennessee, provides a curriculum and community designed to speak to the heads, hearts, and souls of young musicians and aspiring music executives. In addition to seminars, lectures, and practicum experiences, great attention is given to the actual creation and marketing of original music. Designed as an artists' community, the program seeks to develop artists and music executives with a Christ-centered vision for music content, production, and delivery.

*In addition to core courses listed below, students select courses from the Artist Track, Business Track, or Technical Track to earn 16 hours of credit.*

### CMC 300 3 hours

#### Faith, Music and Culture

The purpose of this course is to help students develop a Christian approach to the creation, marketing, and consumption of contemporary music. While engaging in studies of theory, history, and criticism, students explore the concept of culture and the nature of popular culture. Students examine popular art and music in contemporary aesthetic, social, cultural, and industrial contexts, and explore the issues involved in relating faith and worldview to the production and criticism of commercial music.

### CMC 301 3 hours

#### Inside the Music Industry

Through readings, lectures, and seminars delivered by leading industry figures, the course will give up-to-the-minute insight into the inner workings of the music industry. Emphasis will be given to career possibilities and the gifts and skills required to succeed in each of the major areas. Students will gain an understanding of the structure and methodologies of a typical U.S. record company.

### CMC 302 1 hour

#### Practicum: Contemporary Music Center Tour

Each student will participate in an intensive week-long road trip to a major music market. Briefings, tours, and meetings will be arranged with leading record companies, artist management firms, booking agencies, recording studios, concert promoters, writers, producers, and artists in various cities.

## Artist Track

### CMC 401 3 hours

#### Studio Recording

Artists will work via both the classroom and lab with faculty, other students, and visiting experts to learn how to produce, record, mix, and edit recordings in a professional multi-track studio.

### CMC 402 3 hours

#### Performance

In consultation with staff and executive track students, artists will develop a live concert presentation that best utilizes their gifts as musicians, entertainers, and communicators. Both informal and public performances will be presented throughout the semester.

### CMC 400 3 hours

#### Essentials of Songwriting

Artists will receive classroom instruction, participate in directed study with staff, and work in collaboration with other students to develop their use of form, melody, harmony, rhythm, and lyric. Emphasis will be placed on the song as the vehicle for the artist's creative exploration and public communication.

## Business Track

### CMC 403 3 hours

#### Strategic Management

Through lecture, text, and visiting music industry experts, executive track students will gain an understanding of the economic, creative, and spiritual elements critical to a career in contemporary music. Students identify their gifts and develop a long-term career plan. Students prepare materials necessary to pitch an artist to a record company and negotiate a mock recording contract.

### CMC 404 3 hours

#### Music Business Survey

Executive track students will learn how to: (1) create a label business plan; (2) analyze and forecast trends in popular music; (3) assemble a successful artist roster; and, in tandem with the artists, (4) plan, budget, and produce recording sessions.

### CMC 405 3 hours

#### Advanced Media Marketing

Through classroom instruction and presentations by visiting industry experts, executive track students will become familiar with the role of packaging, retail point-of-purchase materials, publicity, advertising, radio and video promotion, and Internet marketing and tour support in the marketing and sale of recorded music. Students will develop comprehensive marketing plans for each semester's artist recordings.

## Technical Track

### CMC 406 3 hours

#### Advanced Studio Recording

Each engineer in this course will work with a group of artists for the entire semester, recording, mixing and mastering their songs. Engineers are expected to show proficiency in mic placement and the musical application of software plug-ins.

### CMC 407 3 hours

#### Audio Engineering

This course is designed to train students for entry-level positions as a live sound engineer / front-of-house or monitor engineer. Each engineer must be able to complete line and sound checks quickly and reliably, trouble shoot problems and understand console and system signal flow.

### CMC 408 3 hours

#### Concert Production

This course is designed to train students for entry-level positions in live concert lighting. Students will manage power distribution, DMX control of lighting fixtures and ultimately the properties of light and dispersion that artfully blend to create alternate forms of reality.

### **Ecuador Semester Program**

The Ecuador semester program is a partnership with the Verbo Church and the Universidad del Azuay in Cuenca, Ecuador. This multi-disciplinary program incorporates culture and language study, departmental courses, and practicum experience in the students' respective areas of specialization. Academic areas currently participating in programs include Biology, Business, Christian Educational Ministries, and Exercise Science. The Ecuador program is a full immersion semester with students living in home-stays facilitated through the Verbo Church.

### **Greece Study Tour**

The department of biblical studies sponsors a 3-week trip to Greece and Italy or Greece and Turkey during January interterm. The trip focuses on biblical developments of the New Testament era and includes visits to key biblical sites. Special emphasis is placed on the life and journeys of the apostle Paul.

**BIB 203** 3 hours

#### **In the Footsteps of Paul**

A study of the biblical background and contemporary significance of cities Paul visited and wrote to in Greece and Turkey or Greece and Italy. *This course may count for BIB 210 or a departmental elective. Meets the foundational core cross-cultural requirement. Offered January interterm.*

### **Handong Global University**

An articulation agreement with Handong Global University (HGU) allows Taylor University students with a minimum GPA of 3.30 an opportunity to spend a fall or spring semester studying in South Korea. While living in the International House dormitory alongside many English-speaking students with vastly different backgrounds, participants can earn 12 hours of course credit. This program may appeal especially to students in the areas of Engineering, TESOL, International Law, International Relations, Global Studies, Politics, and Business.

*Until confirmed schedules are received, students will be enrolled in the following course:*

**HGU xxx** 12 hours

#### **Study in Korea**

### **HEART Program**

The HEART Program is offered during January interterm for those desiring to serve in developing third world countries. Students live and learn in a simulated third world village. Emphasis is on technical skill learning in agriculture (animals and horticulture), appropriate technology, cross-cultural communication and community development, nutrition/food preparation, and primary healthcare. Students receive three hours of cross-cultural credit for this program, which takes place at the Heart Institute in Lake Wales, Florida.

**HEA 370** 3 hours

#### **Heart Institute**

*Meets foundational core cross-cultural requirement. Offered January interterm.*

### **Hollywood Internship Program**

The Media Communication Department is piloting a semester-long immersion in the film industry, called the Taylor University Hollywood Internship Semester (TUHIP). This program is designed for exceptional junior and senior students in the media communication department. The program consists of an internship, a course taught by qualified Christian professionals in Los Angeles, extensive networking, and opportunities for mentoring and reflection about living as a Christian in Hollywood.

**MCM 365** 3 hours  
**Inside the Entertainment Industry**

**MCM 493** 12-13 hours  
**Internship**

### **Hong Kong Baptist University**

A consortium agreement with Hong Kong Baptist University (HKBU) allows junior and senior students at Taylor University an opportunity to spend a fall or spring semester studying at HKBU in the People's Republic of China. While living in campus dormitories with Chinese students, participants can earn 12-17 hours of course credit in classes taught in English. Premier programs include business, music, journalism, physical science, social sciences, English-Chinese translation, and the humanities.

*Until confirmed schedules are received, students will be enrolled in the following course:*

**HKB xxx** 17 hours

#### **Study in Hong Kong**

## Irish Studies Program

The Irish Studies Program of Taylor University is designed to help students expand cultural and spiritual awareness by studying and experiencing the history and culture of Ireland. With an emphasis on the integration of faith, learning, and living, the program seeks to develop an understanding of Ireland and its people through curricular and co-curricular activities. Students earn 16-17 hours of credit. Located outside the capital city of Dublin, the program provides students with a safe and pleasant community.

### ISP 200

1 hour

#### Hill Climbing

This course is designed to introduce students to a variety of basic techniques and principles necessary for a safe and enjoyable hiking experience, as well as to promote lifelong activity that aids in developing a healthy lifestyle. Particular areas of content include gear selection, basic land navigation skills, hiking technique, trip planning, "Leave No Trace" ethic and first aid. Students complete a variety of reading assignments and keep a journal of their hiking experiences. *Prerequisite: KIN 100. Meets a foundational core requirement.*

### ISP 220

3 hours

#### Contemporary Ireland

This course entails an investigation into the theory and application of contemporary Irish society. It includes a study of the geographic, social, cultural, political, artistic and religious aspects of Ireland. Attention will also be paid to an understanding of historical conflict and reconciliation, especially as it is currently being played out in Northern Ireland, and its effects on the people in the Republic. Exploration of these topics occurs through involvement with Irish people, engagement in cultural activities, studying the history, culture, geography and literature of Ireland, conversations with one another and personal journaling. *Meets the foundational core civic engagement requirement.*

### ISP 225

3 hours

#### History of Ireland

This course deals with the different people who became permanent settlers in Ireland over the centuries and the contribution that each has made to the development of an Irish society and economy, as well as a distinctive Irish artistic and political life. The early lectures consider the Celts, Vikings and Anglo-Normans, but the principal focus is on the modern centuries, with a detailed treatment of English and Scottish Protestant settlements in Ireland and the interaction of these settlers and their descendants with the Catholic population. Special attention is given to the major conflicts that occurred, especially those of 1642-52, the 1790s, and the current conflict in Northern Ireland. Finally, consideration is given to the Anglo-Irish War of Independence and the Irish Civil War. *Meets the foundational core history requirement. History majors who have already fulfilled the foundational core requirement may take the course for upper-division credit, by approval of the instructor.*

### ISP 230

3 hours

#### Irish Literature

This course concentrates upon literature written by Irish writers within Irish contexts and landscapes—intellectual and emotional when not physical. Assignments exploit unique opportunities available while studying in Ireland itself, adjacent to England. More complicated is the colonial influence upon Ireland, the island's currently divided space, "the troubles," and the connection between high art and popular expression. Thus, a focus of the course will be how the search for a literary voice not only parallels, but indeed facilitates the search for a national Irish identity. Acknowledging writers' interest in Gaelic language and culture, students read works in English. Noting the role of musical performances in pubs and the rhetoric of the public sphere, the course concentrates upon fiction, poetry, and drama. *Meets the foundational core literature requirement. English majors who have already fulfilled the foundational core requirement may take the course for upper-division credit, by approval of the instructor.*

### ISP 250

1 hour

#### Participation in the Arts

This course introduces the student to part of the Irish cultural heritage through dance and music. Students learn the basics of Irish dancing and playing the bodhran drum. *Meets the foundational core participation in the arts requirement.*

### ISP 320

2 hours

#### Living Cross Culturally

This course helps students reflect on their values, attitudes and behaviors and those of their home culture in comparison to the Irish culture. Students are encouraged to develop understanding of and adaptation to a different culture, as well as empathize with persons from that culture. Personal development through this process is emphasized. *Meets the foundational core cross-cultural requirement.*

### ISP 325

3 hours

#### History of Ireland

See ISP 225.

### ISP 330

4 hours

#### Irish Literature

See ISP 230.

### ISP 350

3 hours

#### History and Culture of Ireland

Students are introduced to Irish culture, history, society, and modern Ireland. Students are encouraged to develop understanding of and adaptation to a different culture as well as empathize with persons from that culture.

### ISP 355

3 hours

#### Celtic Christianity

A survey of Christian belief as developed during the history of the Church, with a special focus on Medieval Christianity in Ireland. *Meets the foundational core requirement of REL 313.*

## International Business Study Tour

The Business Department sponsors this business study tour during January interterm or in the summer. Students visit various international sites and use these locations as their classroom to study trade, economics, and other business topics.

### ITB 381

3-4 hours

#### International Business Study Tour

This study tour of selected international locations focuses on regional trade, economics, and other business topics. Issues of cultural differences, conflicts, compromises, and international cooperation are examined. Throughout, the cultural dimension of international business dealings is emphasized. *Instructor permission required. Prerequisites: MKT 231; ECO 202 or 190; and sophomore standing within a business major/minor. Offered January interterm or summer.*

## Jerusalem University College

Jerusalem University College (JUC) offers an opportunity for fall or spring semester studies in the ancient city of Jerusalem. A choice of several course offerings is available, particularly in the area of Biblical and International Studies. Students have the opportunity to study Scripture in context, view biblical sites, understand the Arab-Israeli conflict, and experience modern and ancient cultures. This program provides a basic understanding of the land and people of the Bible and of the Middle East. *Availability of the program is dependent upon review of current security conditions.*

*Until confirmed schedules are received, students will be enrolled in the following course:*

### JUC xxx

17 hours

#### Holy Land Studies/Israel



## Latin American Studies Program

This semester program based in San José, Costa Rica, is offered through the Council for Christian Colleges and Universities. In addition to the standard program of language and seminars (both semesters), the Latin American Studies Program (LAS) offers four concentrations: Advanced Language and Literature (offered both semesters); Environmental Science (offered spring semester); International Business (offered fall semester); and Latin American Studies (offered both semesters). All students study the Spanish language and become immersed in the rich culture and history of the Latin American people. Students reside in the homes of Costa Rican families, engage in service projects, and travel within Central America.

*In addition to core courses listed below, students select a concentration area in either Advanced Language and Literature, Environmental Science, International Business, or Latin American Studies.*

### **LAS 300 6 hours**

#### **Spanish Acquisition**

Students participating in LAS study grammar, conversation and literature in a Spanish class that is determined by the student's level of proficiency.

### **LAS 315 3 hours**

#### **Perspectives on Latin America**

This seminar introduces the social, historical, political, economic, philosophical and theological currents that constitute Latin American society and culture. The course includes personal discussions with Latinos and field trips to various sites designed to introduce students to the: (1) historical development of Latin America, including selected case studies; (2) variety of analytical perspectives from which the Latin American reality is explained and understood; (3) character, past and present, of the U.S. policy in the region; and (4) nature and influence of the economic reality in the region.

### **LAS 318 1-3 hours**

#### **Regional Study Travel**

The LAS group travels to several countries in Central America during the semester. The travel practicum component is not a vacation trip; it is an integral part of the learning process. Among other assignments, students will be required to attend conferences and maintain a journal of ideas and perceptions developed throughout the trips.

## **Advanced Language and Literature Concentration**

This concentration focuses on the social, cultural, political, economic, and religious issues of Latin America in the target language. Students examine how Latin Americans view their neighbors to the north and around the world through conversations, conferences, and related literature. This concentration is designed to: (1) expand students' Spanish language skills through a seminar taught exclusively in Spanish, a practicum with a Latin American organization, and the daily use of Spanish while living with a Costa Rican host family; (2) examine Latin America through its literature, using it as a means to examine society and culture; (3) meet and interact with prominent literary figures in the region; (4) take part in work/service opportunities; and (5) attend local theatrical and film productions.

### **LAS 350 3 hours**

#### **Language and Literature Seminar**

### **LAS 355 3 hours**

#### **Community Immersion/Internship**

## **International Business Concentration**

Business concentration students spend an intense five weeks (fall only) addressing the fundamentals and application of international business. Business concentration students are exposed firsthand to the political, social, and economic realities of Latin America and must constantly answer the question: "What should the role of Christians be in the face of these realities?" Throughout this concentration, students will: (1) meet Latin American business and government leaders; (2) visit plantations, cooperatives, maquilas, and the Bolsa de Valores [the Costa Rican stock exchange]; and (3) participate in a hands-on case study project.

### **LAS 330 3 hours**

#### **International Business Seminar**

### **LAS 335 3 hours**

#### **Community Immersion/Internship**

## **Latin American Studies Concentration**

This concentration is interdisciplinary by design. Students are challenged in a seminar that includes diverse perspectives, broad readings, and group presentations that respond to scenarios drawn from the contemporary scene. Participants also gain valuable first-hand experience in related service opportunities. In recent semesters, these have been organized in neighboring countries throughout Latin America. Entitled "Uniting Faith and Practice in Latin America," the concentration is designed to: (1) introduce students to several perspectives on faith and practice in the context of Latin America; (2) consider the historical development and current character of multiple religious perspectives in Latin America [Protestant, Catholic, Maya, etc.] and the major issues the Christian church now confronts, including liberation theologies; (3) help students gain an understanding of the approaches to Third World development and the associated policies, especially those of para-church agencies; and (4) challenge students to reflect biblically on the above-mentioned faith perspectives and development theories in order to more fully develop their own Christian approaches to the dilemmas of Latin America. Course content is adapted to changes in Latin American society.

### **LAS 320 3 hours**

#### **Responses to Third World Reality Seminar**

### **LAS 325 3 hours**

#### **Community Immersion/Internship**

## **LCC International University**

LCC International University, formerly Lithuania Christian College, is located in the beautiful port city of Klaipeda, Lithuania. This one-semester program is available during the fall or spring semester. Students live in an urban European setting with roommates from throughout Europe, and study with students from over 20 countries. The semester includes programmed travel to Russia, Latvia, Estonia, and various sites in Lithuania.

The program allows Taylor students to enroll in 12-17 credit hours of university courses, including subjects in business, English, psychology, sociology, and biblical studies. A wide variety of courses fulfilling foundational core requirements are also available.

*Until confirmed schedules are received, students will be enrolled in the following course:*

### **LCC xxx 17 hours**

#### **LCC International University**

## Lighthouse Projects

Since 1972 the Lighthouse program has been engaging students in carefully chosen international service-learning projects as they minister Christ's redemptive love and truth to a world in need. The program enables students to step out of the familiar in faith, study and build relationships in other cultures, develop and exercise their gifts and abilities, expand their global perspective, and explore vocational calling. As servant learners, teams partner with on-field ministries helping to implement their long-term ministry goals. Teams are selected in the spring for service projects the following January.

Students take a one-credit-hour fall course in cross-cultural ministry and team building. In January, students earn three cross-cultural credits while engaging in work projects, compassionate ministries, community development, teaching English, performing arts, medical missions, evangelism, discipleship, and other ministries under the direction of faculty sponsors and field leaders. Lighthouse is a ministry of Taylor World Outreach; refer to **Taylor World Outreach** on page 219.

### IAS 120 1 hour Introduction to International Ministry

To prepare for Lighthouse projects, students study the concept of culture, American cultural distinctives and the cultural, religious, and historical characteristics of Lighthouse host nations. Students examine the components of effective intercultural ministry and communicating faith in Christ cross-culturally. Attention is given to personal character, spiritual life, commitment and teamwork essential for effective service. Enrollment by permission of instructor. Grade only. Offered fall semester.

### IAS 320 3 hours Cross-Cultural Outreach

Students are immersed in another culture and provide needed service to gain cross-cultural understanding, interpersonal and skill development and spiritual growth. Emphasis is given to reflection on God's global purposes, intercultural relationships and life stewardship. Prerequisite: IAS 120 or permission of instructor. Meets foundational core cross-cultural requirement. Offered January interterm.

## Literary London

A study of literature and culture is offered in England annually by the English department during January interterm. Students may receive credit in foundational core, literature, or cross-cultural studies. The group focuses its activities in central London with field trips to surrounding areas such as Stratford-upon-Avon, Canterbury, Oxford, Dover, and Salisbury. Students are encouraged to attend plays and musicals and to participate in British life.

### ENG 233 3 hours Literary London

An annual January-term course that travels to London and elsewhere in the United Kingdom, enriching the reading and discussion of assigned works of British Literature by experiencing the locations and culture that helped shape those works. Meets foundational core literature requirement. Enrollment with permission of instructor. Offered January interterm.

## Los Angeles Film Studies Center

The Los Angeles Film Studies Center (LAFSC), located adjacent to Burbank, California, provides a values-based education for skills acquisition and on-the-job training for students interested in the various aspects of the film industry. Serving as a fall or spring semester extension campus for the Council for Christian Colleges and Universities member colleges, the LAFSC incorporates a semester-study program with internship experiences to equip students to be positive Christian presences in the film industry. Students take three core courses: FSC 305; 332; 492; and one elective course chosen from: FSC 312, 327, 340, or 360. Applicability to a major must be determined in advance by the department.

### FSC 305 4 hours Hollywood Production Workshop

Students work collaboratively in groups to create a festival-ready piece including all the legal documentation and rights to enable the finished production to qualify for festival submission. The course offers students the opportunity to make a motion picture production using Hollywood locations, resources and protocol. All students participate in at least one key role in the production process. Designed to meet the needs of both novice and experienced students, this course is taught by professional, experienced Christian filmmakers with credits in the Hollywood industry.

### FSC 312 3 hours Professional Screenwriting

This course offers an introduction to contemporary screenwriting including an understanding of dramatic structure, character and dialog development and the writing process. Students complete a full-length screenplay for a feature film or "movie-of-the-week." Emphasis is given to the role of Christian faith and values as they relate to script content.

### FSC 327 3 hours Narrative Storytelling

Concentrating on the art form of narrative storytelling, the course places special emphasis on the visual aspect of the discipline. Two tracks are offered in the course. The Structural track covers topics ranging from the history of story in culture and film to the mechanics of story creation to the development of story-writing skills. Instruction in the technical story track focuses on advanced methods of cinematography and post-production and how those techniques can be used to improve visual storytelling. After the core instructional period in each track, students from both tracks are reunited and will have the opportunity to hone their narrative analysis skills, participate in workshop style labs and make two short films that demonstrate their ability to utilize storytelling theory on screen.

### FSC 332 3 hours Faith and Artistic Development in Film

This course focuses on the integration of faith and learning as well as developing the necessary skills for analysis of the culture of Hollywood. The first section of the class emphasizes the eye: discovering your own identity, looking at film's historical impact, spiritual impact, audience trends, the auteur movement, and vision in film, as well as providing a basis for heart preparation for production. The second section of the course emphasizes the heart: ethics, relationships and communication, passion and art. The last section of the course emphasizes the hand, exploring the collaborative process in Hollywood Production Workshop and Motion Picture Production: roles and aspects of production, the production process, relationships on set, and communication. All students participate in a team-taught lecture seminar led by the faculty of the Los Angeles Film Studies Center.

### FSC 340 3 hours Professional Acting for the Camera

An advanced workshop in the practice and process of acting for the camera aimed at students who have a desire to pursue acting as a career. Instruction includes an overview of current camera acting techniques and thorough discussion of the art of acting. The class primarily consists of acting scene work with all scenes being filmed and critiqued on the big screen. Students will also be required to pursue roles in student and independent films. Several class sessions throughout the course will be devoted to the business of acting for film and television in the Hollywood entertainment industry with an emphasis given to developing the materials and relationships necessary for a successful career.

### FSC 360 3 hours Independent Study

This course may be set up by special request and arrangement. In order to be considered, students may submit a portfolio and a project proposal. Students with approved projects will be appointed a mentor who is a professional in the Hollywood industry to supervise the project. The number of independent studies offered each semester will be determined by LAFSC faculty, the availability of a suitable mentor and approval from the home school's film/communications department head. Projects could include further development of a portfolio or reel, critical research, or a senior thesis project.

### FSC 492 6 hours Internship: Inside Hollywood

Students complete an unpaid internship in some aspect of the Hollywood entertainment industry. Real-life exposure is provided to the business through placement with major Hollywood companies.

## Los Angeles Term

A consortium agreement with Azusa Pacific University allows Taylor University students to participate in this fall or spring semester program. Azusa Pacific University's LA Term is a residential study and service semester in the heart of Los Angeles. It aims to equip undergraduate students to live out their faith and values in postmodern urban culture. Dependent on public transportation during the semester, students live with home-stay families in Los Angeles, complete an internship at a local community or government organization, and take classes at the LA Regional Center in Koreatown.

### **LAT 315**                      **3 hours** **Urban Culture**

This course connects students with the urban processes, peoples, problems and prospects of greater Los Angeles. The aim is to promote the application of global perspectives, the exchange of knowledge, clarification of local problems and collaborative exploration of solutions.

### **LAT 318**                      **3 hours** **Urban Systems**

The role of urban systems and structures in shaping urban life in Los Angeles, creating disparities between laborers and executives, poor and rich, minority and dominant groups, the powerful and powerless, public and private, including the control of information and flow of capital and resources locally and globally.

### **LAT 330**                      **6 hours** **Community Transformation**

The course aims to help students understand the organization of urban, multicultural communities, while encouraging the development of a lifelong service ethic through a semester-long public service project. The course involves students in the formal and experiential study of select areas in central Los Angeles through a combination of directed reading, neighborhood "mapping" projects, service practicum and group discussions. *Meets the foundational core civic engagement requirement.*

### **LAT 345**                      **3 hours** **Urban Religious Movements**

This course aims to survey the variety of religious movements in Los Angeles, including Islam, Buddhism, Christianity, Judaism, and new religious movements. Emphasis is placed on the vernacular character of these faiths, embodied and expressed in the beliefs, attitudes, practices and rituals of specific social and cultural situations. Learning activities include participant-observation at religious services, informant interviewing, directed reading and group discussion.

## Middle East Studies Program

The Council for Christian Colleges and Universities sponsors a Middle East Studies Program (MESP) currently located in Amman, Jordan. Junior and senior students are exposed to the vast resources of the region during the 15-week fall or spring semester. Students are exposed to the complex issues behind regional conflict, gain an awareness of the people and culture of the Middle East, and are educated on the global dimension of the Islamic faith. The program may include travel to Egypt, Israel/Palestine, Lebanon, Morocco, Spain, Tunisia, or Turkey, dependent upon regional conditions. Involvement in a local service project is an important component of the program. *Availability of the program is dependent upon review of current security conditions.*

### **MES 100**                      **4 hours** **Introduction to Arabic Language**

This course helps students acquire basic skills in Arabic. The course emphasizes the practical use of the language, encouraging interaction with the locals through assignments and service projects. Students are provided with solid introduction to the colloquial grammar and a substantial vocabulary as students take more than 50 hours of instruction.

### **MES 310**                      **4 hours** **People and Cultures of the Middle East**

This course seeks to acquaint students to the variety of peoples and cultures found in the Middle East. Literature, music, dance, and food are integrated into the learning experience. Students also learn about pressing issues, from gender to war to economic development, that currently animate the many religious and political communities they visit. The course examines the basic structure of historical and contemporary societies and cultures with special emphasis on those found in Egypt, Jordan, Syria, and Turkey.

### **MES 312**                      **4 hours** **Conflict and Change in the Middle East**

The purpose of this course is to help students understand the historical, political and religious transformations that have occurred in the last century. The Arab-Israeli conflict will receive special emphasis with the goal of helping students understand the complexity of the issues surrounding the current attempts to establish a lasting peace. The course includes an extended travel component throughout the region.

### **MES 322**                      **4 hours** **Islamic Thought and Practice**

An emphasis on contemporary expressions of Islam in the Middle East. This course examines many dimensions of Islamic faith-historical, legal, doctrinal, popular, and behavioral-from early times to the present. While emphasis is on the early period and its influence on latter events and people, it also attempts to relate these early developments to contemporary issues in the Middle East like the impact of colonialism, gender equality, modernization, development, and democracy.

## Orvieto Semester

The Orvieto Semester through Gordon College takes an "interdisciplinary approach to the study of art, art history, history, and theology" in the historic and picturesque setting of Orvieto, Italy.

All students take an introductory course (Disegno in Orvieto) that uses drawing to introduce the themes of the entire program. Students then select three among a set of courses offered in the visual arts and humanities. In addition, students with no background in the Italian language will be expected to take a 2-credit tutorial-based course in Italian Language Studies. Students earn up to 18 hours of course credit.

*Until confirmed schedules are received, students will be enrolled in the following course:*

### **ORV xxx**                      **18 hours** **Study in Orvieto, Italy**

## Oxford Study Program

The Taylor Oxford Study Program offers an alternative approach to major study during January interterm. Learning is facilitated by a tutorial method at England's Oxford University. The program consists of various group meetings to assimilate British culture. Each Taylor student meets weekly with an Oxford tutor on a topic of the student's choice for Taylor credit. Students are hosted in homes of British church families.

### **OSP 370**                      **3 hours** **Oxford Special Topics**

## Scholars' Semester in Oxford

The Scholars' Semester in Oxford (SSO) is a partnership with the Council for Christian Colleges and Universities. SSO presents an opportunity to learn about literature, the classics, history, theology, philosophy, and more in this city dedicated to scholarship. Through work with academic tutors, students hone their skills and delve into the areas that interest them most. As a visiting student of Oxford University, participants earn 17 credit hours as a member of Wycliffe Hall. *Due to Oxford's intense academic environment, a minimum GPA of 3.70 is required.*

### SSO 300

4 hours

#### The British Landscape

Students study how the British landscape was formed and reformed by societies which successively conquered and settled in it, looking at the dialectic relationship between culture (the economic, social, intellectual, religious, and artistic aspects of each group) and landscape (the natural landscape and the human imprint on that landscape). The aim is to enable students to 'read' and understand a long settled landscape through a sound knowledge of British culture, past and present. SSO recommends that credit be allocated in one or more of several disciplines, including literature, religion, philosophy, politics, history, and history of art.

### SSO 310

4 hours

#### Undergraduate Research Seminar

Students follow the research seminar most appropriate to their primary tutorial subject. Students attend 16 University seminar discussion classes which address methodological questions in the students' subject area, and consultations to help in planning and writing a substantial term paper. The course is graded by a long essay and a proposal for that essay, and participation. Seminars are available in Classics, English, History, Philosophy, and Theology.

### SSO 320

6 hours

#### Primary Tutorial

This course, chosen in the same field of study as the integrative seminar, is typically one-on-one, supplemented by Oxford faculty lectures. The tutorial is usually based on the presentation of one short essay responding to an assigned question, and is carried out as a conversation between the tutor and the student. Offered tutorials cover a range of topics.

### SSO 330

3 hours

#### Secondary Tutorial

Similar in structure to the primary tutorial, the secondary tutorial covers a different subject matter. Tutorials offered in a broad range of topics.

## Semester in Spain

The department of modern languages participates in the Semester in Spain program of Trinity Christian College. In this program, students earn up to 16 hours of credit while studying with faculty members who are natives of Spain. Living with families in Seville also enhances language and cultural understanding. The city's theatres, galleries, museums, and 400-year-old university provide many opportunities for cultural activities. Students also visit Córdoba, Toledo, Granada, and the small pueblos outside Seville. All courses are taught in Spanish. *Until confirmed schedules are received, students will be enrolled in the following course:*

### SIS xxx

17 hours

#### Study in Spain

## Uganda Studies Program

The Uganda Studies Program (USP) is a partner program through the Council for Christian Colleges and Universities. Set on the outskirts of the capital city Kampala, this rapidly growing institution brings USP students together with Uganda Christian University (UCU). Courses taught by local faculty in the English tutorial tradition immerse students in a uniquely African education. Topics such as African Literature, East African Politics since Independence, Understanding Worldviews, East African History from 1800 to Independence, Law and Christian Political Thought, Kiswahili, and Understanding the New Testament in Africa will present many insights into African life because of the guidance of faculty who live in and love Uganda and East Africa. Home stays, travel, service learning, and daily interaction with UCU students form the backbone of the USP experience. Students apply to the Uganda Studies Emphasis (USE) or the Social Work Emphasis (SWE). In addition to the core experiential course, students will choose from an approved selection of courses from the UCU Honours College to earn up to 16 hours of credit.

*Until confirmed schedules are received, students will be enrolled USP xxx:*

### USP xxx

16 hours

#### Study in Uganda

In addition to the core course listed below, students select courses from the Uganda Studies Emphasis (USE) or Social Work Emphasis (SWE).

### USP 300

4 hours

#### Faith and Action in the Ugandan Context

This course combines a traditional classroom component (consisting of reading, discussion, small group processing, and lecture) with a broad spectrum of experiential learning (e.g., living and studying with Ugandan students; home stays with Ugandan families; travel to various regions of Uganda and Rwanda; and exposure to both missionaries and Ugandans involved in various social services).

## York St. John University

Separated from the York Minster by the most complete example of medieval city walls still standing in England, York St. John University welcomes students from over 100 countries around the world. Approved as a 2-year pilot program, students must have approval of their department in order to apply. Approved students will enroll in 3 modules, equivalent to 5 credit hours each. Students have the option of living in on-campus housing at Lord Mayor's Walk, or off-campus at the self-catered Grange (a short walk away). Spring semester only. Courses taken do not count towards an English major or minor.

*Until confirmed schedules are received, students will be enrolled in the following course:*

### YSJ xxx

15 hours

#### Study in York

## Special Programs

### **Culturally Relevant Academically Meaningful (CRAM) Program**

Designed for students who have just completed their junior or senior year in high school, the Taylor University CRAM (*Culturally Relevant Academically Meaningful*) Program is a 3-week honors institute with a focus on cultural engagement. During the first two weeks, students will be involved in coursework designed to provide a deeper understanding of both the Christian faith and the larger culture within which the Church is called to live as salt and light. In the final week of the program, students will engage the culture in seminars and community service projects in central Indiana.

### **Honor Societies**

Each year, Taylor students who excel in academic pursuits are inducted into the various honor societies for specific disciplines. Appropriate ceremonies are held to give campus-wide recognition to students whose academic record earns induction into a national academic honorary society.

**Alpha Psi Omega** is a national honorary dramatic fraternity organized for the purpose of providing an honor society and wider fellowship for those doing a high standard of work in dramatics. Members are elected based on their participation in the Taylor Theatre program. They must earn 50 points acting and working backstage.

**Beta Alpha Epsilon** is a University honor society rewarding scholastic attainment to students who are candidates for any baccalaureate degree within the Business Department. Candidates for membership: (1) should be of good character as verified by faculty and Student Development; (2) have completed at least 32 hours of coursework at Taylor University; (3) have achieved a cumulative GPA of at least 3.50 with at least 75 credit hours or 3.60 with at least 60 credit hours; and (4) have completed at least twelve, in-class Business major hours.

**Chi Alpha Sigma** is a National College Athlete Honor Society recognizing student-athletes who are of junior and senior status and have earned cumulative GPAs of 3.40 or above. They must also meet character and citizenship standards established by the National Council. The mission of Chi Alpha Sigma is to bring honor and recognition to deserving student-athletes, their families, teams, athletic departments, and colleges.

**Kappa Delta Pi** is an international honor society in education. Candidates for membership should exhibit worthy educational ideals, demonstrate leadership potential and a commitment to education, and manifest desirable personal qualities. A GPA of 3.20 or higher is required.

**Sigma Tau Delta** is an English honor society open to English majors and minors whose major/minor GPAs are 3.30 or higher.

# Academic Departments and Courses

## Course Information

Lower-division courses typically numbered at the 100 and 200 levels are introductory and foundational courses designed for freshman and sophomore level students. Upper-division courses numbered at the 300 and 400 levels build upon higher knowledge and principles and usually require junior or senior classification to demonstrate an advanced level of independence, writing ability, and critical thinking skills in learning difficult content material within various academic disciplines.

Some curricular courses or course components listed in this catalog include physical or off-campus activities for which students must sign a waiver of liability as a precondition of participation.

Course offerings (*including changes in time, day, and the assignment of instructors*) may be added to, amended, or canceled by the decision of a department or the University.

The following courses are offered in many departments with descriptions for these courses being the same for all departments, but carrying different departmental prefixes and applicable pre-requisites. Registration forms are available online at <http://www.taylor.edu/academics/registrar/forms.shtml>.

### **170** **I-4 hours**

#### **Selected Topics**

A course offered on a subject of interest but not listed as a regular course offering.

### **270** **I-4 hours**

#### **Selected Topics**

A course offered on a subject of interest but not listed as a regular course offering.

### **360** **I-4 hours**

#### **Independent Study**

An individualized, directed study involving a specified topic.

### **370** **I-4 hours**

#### **Selected Topics**

A course offered on a subject of interest but not listed as a regular course offering.

### **393** **I-4 hours**

#### **Practicum**

Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. *Offered primarily during summer.*

### **450** **I-4 hours**

#### **Directed Research**

Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.

### **480** **I-4 hours**

#### **Seminar**

A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.

### **490** **I-2 hours**

#### **Honors**

Individualized study or research of an advanced topic within a student's major. *Open to students with at least a 3.00 GPA in the major field.*

# Honors Guild

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Taylor University's Honors Guild is a challenging academic experience for high ability, highly motivated students from across academic disciplines. The Honors Guild seeks to provide an intentional environment where curiosity is nurtured and ideas are examined. The Honors curriculum emphasizes the integration of faith and learning, ideas, and values through discussion-based courses, mentoring relationships, global engagement, and student initiative. The Honors Guild functions as an academic minor, but is designed to offer students a four-year experience through diverse course offerings (many of which meet foundational core requirements) and co-curricular programming.

All Honors Guild students must complete (with a grade of C- or better) a minimum of 18 hours of Honors Guild courses, including three colloquia, and maintain an overall GPA of 3.40 to earn the Honors Guild designation on their official University transcript. Most Honors courses are listed by the departments that offer them, and noted by an "H" after the course number.

Due to the structure of the first year, as well as the intended four-year design, students must apply to the Honors Guild by February 1, prior to their freshman year. Typically, incoming freshmen applying to the program have earned a minimum 3.70 high school GPA and a combined (Math and Reading) SAT score of 1280 or ACT composite score of 28. The application process is competitive due to size limitations. Further information about the Honors Guild, including application procedures, may be obtained by contacting the Director of the Honors Guild.

## **HNR 120** 2 hours

### **Global Paradigms of Leadership**

This seminar style course will explore leadership from diverse, global perspectives. Students will engage leaders and leadership styles from other cultures, studying how the Christian faith integrates into diverse leadership structures.

## **HNR 225** 1 hour

### **Honors Colloquium**

The Honors colloquium is an interdisciplinary course which brings together a group of like-minded students to discuss a variety of topics with a focus on the year's theme. Requirements for this course include attending a variety of campus lectures and events and engaging in dialogue around "big ideas" in culture, Christianity, and public discourse. Students will have the opportunity to facilitate discussion of a topic of their choosing. *May be repeated for credit.*

## **HNR 264** 4 hours

### **Going Up to Glory: Migration and Voice in African American Lives**

This interdisciplinary course presents an integrative survey of African American literature and history from African origins through the modern civil rights movement. The historical focus is on the three major migrations African Americans have experienced during this period. Literary selections from multiple genres will span these eras and highlight the development and patterns of African American voice. *Meets both the foundational core literature and history requirements. Prerequisite: ENG 110.*

# Humanities

Humanities courses carry an interdisciplinary focus and are directly related to more than one single department or academic field. These courses include curricular offerings in arts, music, and theatre arts.

## Humanities Courses

### HUM 120 4 hours

#### Survey of 20th Century Music and Art

A lecture and on-location course focusing on 20th century musical and visual art. This course exists to develop students' perceptual skills, and encourage artistic literacy particularly as these concepts were conveyed during the past century. A major focus of this course is experiencing art and music. Written critiques on selected events are a vital part of the course curriculum. *The course satisfies the HUM 230 Art as Experience requirement and can be taken at the 100 level or 300 level. The 300 level version of this course includes an additional research project. Meets foundational core fine arts requirement.*

### HUM 170 1-4 hours

#### Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

### HUM 230 4 hours

#### Art as Experience

Lecture sessions focus upon works from several art forms, with the goal of developing students' perceptual skills. A major focus of this course is experiencing art. Written critiques on selected events are part of the course curriculum. *Meets foundational core fine arts requirement.*

### HUM 250 1 hour

#### Participation in the Arts

This course fulfills the foundational core participation in the arts requirement. *Students may also take a music ensemble or private music lesson to fulfill this requirement. Meets foundational core fine arts requirement. Credit only.*

HUM 250A	Drama
HUM 250AE	Acting for Everyone
HUM 250B	Books
HUM 250C	Ceramics
HUM 250D	Drawing
HUM 250E	Enameling
HUM 250FD	Folk Dances of Other Cultures
HUM 250J	Jewelry
HUM 250L	Metals
HUM 250P	Photography
HUM 250PV	Printmaking-Woodcutting
HUM 250SC	Sculpture-Ceramics
HUM 250W	Watercolor

### HUM 270 1-4 hours

#### Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

### HUM 320 4 hours

#### Survey of 20th Century Music and Art

See HUM 120.

### HUM 330 4 hours

#### Arts and Ideas

In four hours of lecture/discussion per week, the evolution of western art through selected historical periods and places is traced. The emphasis is heavily historical, stressing learning about the artistic heritage and its context as well as experiencing art. *The course is open to students of all majors, but is particularly appropriate for literature, fine arts, history, and philosophy majors. Meets foundational core fine arts requirement.*

### HUM 360 1-4 hours

#### Independent Study

An individualized, directed study involving a specified topic.

### HUM 370 1-4 hours

#### Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

### HUM 393 1-4 hours

#### Practicum

Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. *Offered primarily during summer.*

### HUM 450 1-4 hours

#### Directed Research

Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.

### HUM 480 1-4 hours

#### Seminar

A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.

### HUM 490 1-2 hours

#### Honors

Individualized study or research of an advanced topic within a student's major. *Open to students with at least a 3.00 GPA in the major field.*



## Individual Goal-Oriented Major

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The individual goal-oriented major recognizes that departmental majors may not meet the unique needs of some students who attend Taylor University. This major allows a student (with faculty guidance and University approval) to design from existing courses a program of study that is valid academically and meets personal or professional goals. It is expected that the major will be thoughtfully and carefully designed. Therefore, a student should have some college experience before applying for a goal-oriented major. The Academic Policy Committee (APC) will make the final decision on the approval of the application. *All major courses must be completed with a grade of C- or better and are included in the major GPA.*

To explore an individual goal-oriented major, the student must meet the following requirements:

- Student must be at least a second-semester sophomore.
- Student must have a minimum 2.80 GPA to request an individual goal-oriented major.
- Student must consult with an individual within the field of interest.
- Student must seek advice from at least two faculty advisors from different departments that most appropriately relate to the proposed major.

To begin the official process of requesting an individual goal-oriented major, the student must complete the following steps in order:

- Student must write a detailed rationale for pursuing the major, including opportunities the major might offer after graduation.
- Student must work with the two advisors referenced above and utilize the rationale to develop an academically challenging curriculum of required courses to be included in the individual goal-oriented major.
- Student must create a complete four-year plan addressing all degree requirements, including this major.
- Student must obtain letters of support from both faculty advisors.
- Student must complete the "Request for Goal-Oriented Major" form available from the Office of the Registrar.
- Student must submit the items listed above to the Registrar and schedule a meeting.
- Student must meet with the Registrar to discuss the proposed curriculum and four-year plan.
- Student must meet with the designated representative of APC to discuss plans for the individual goal-oriented major.
- Student must complete all steps above and request the individual goal-oriented major by April 15 of the academic year.

The requirements for an individual goal-oriented major include the following:

- An academically challenging curriculum that adheres to one of the following:
  - Bachelor of Arts degree requires 46 credit hours in the major and proficiency in two years of one foreign language.
  - Bachelor of Science degree requires 46 credit hours in the major when combined with the approved curriculum requirements in systems analysis.
  - Bachelor of Science degree requires 60 credit hours in the major, including a minimum 3-credit hour practicum.
- 48 credit hours must be completed after the approval of the individual goal-oriented major.
- All degrees with this major require 128 credit hours, including 42 upper-division credit hours, proficiency requirements, foundational core curriculum, a minimum cumulative GPA of 2.00, a minimum major GPA of 2.30, a senior comprehensive paper (3,000 words minimum) integrating several components of the major, along with residency requirements (22 of final 30 hours, fifty percent of major, and fifty percent of degree hours must be completed through Taylor). See academic catalog for additional degree requirements.

# Interarea Studies

Interarea courses are general in scope and exist apart from any single department. For additional course offerings, refer to the **Academic Enrichment Center** on page 45.

## Interarea Courses

### IAS 101

1 hour

#### First-Year Experience

This course is designed to assist new students with adaptation to college life and to familiarize them with the wider Taylor University community. Through lectures and discussion groups, the topics of campus resources, college adjustment, student engagement, holistic development, and diverse perspectives will be addressed. *Required of all first-time freshmen regardless of advanced credit or standing. Meets foundational core requirement.*

### IAS 105

1 hour

#### Student-Athlete Academic Support Seminar

This course is designed to prepare student-athletes for academic success at Taylor University. Information about essential skills for academic achievement will be shared through lectures, small group discussion, homework assignments, and guest speakers. *This seminar is required to earn credit in KIN 200Z: Athletic Participation.*

### IAS 110

3 hours

#### Foundations of the Christian Liberal Arts

An introduction to the liberal arts and the integration of faith and learning. In addition to large group lectures, the course includes small group discussion sessions led by faculty, staff, and graduate students. The discussion sessions further develop the themes for the course. The primary thrust is to use the central concept of human flourishing to begin thinking about a life worth living and the role of the liberal arts in connecting our faith to everything we think and do. *Required of all students. Meets foundational core requirement. Offered fall semester.*

### IAS 111H

2 hours

#### God, Humanity, and Knowledge

An interdisciplinary introduction to the liberal arts and the integration of faith and learning. Through lectures, readings, films, and discussion, the course intentionally seeks to challenge students to be more confident in the development of a meaningful belief system. *For students enrolled in CRAM; fulfills IAS 110 requirement. Meets foundational core requirement. Offered summers only.*

### IAS 120

1 hour

#### Introduction to International Ministry

To prepare for Lighthouse projects, students study the concept of culture, American cultural distinctives, and the cultural, religious and historical characteristics of Lighthouse host nations. Students examine the components of effective intercultural ministry and communicating faith in Christ cross-culturally. Attention is given to personal character, spiritual life, commitment and teamwork essential for effective service. *Offered fall semester. Grade only.*

### IAS 125

1 hour

#### Short-Term Missions Engagement

This course is designed to prepare students for and involve them in a spring break ministry experience within the framework of service-learning. Students will receive training specific to the ministry in which they will participate, experience a pre-trip local service experience with their team, participate in an 8-10 day spring break missions project, and reflect upon what they are learning throughout the course. Through participation in this course, students should have a greater understanding of an involvement in the Christian call to service. Concepts related to a life of service will be addressed including evangelism, cultural awareness, team dynamics, meaningful service, reflection, debriefing, and stewardship. *Offered spring semester.*

### IAS 170

1-4 hours

#### Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

### IAS 210

3 hours

#### Medical Terminology

This course is designed to assist students in learning medical terminology, as well as to provide instruction in word-building skills so that words can be identified by their parts. It provides a solid vocabulary foundation for those individuals who anticipate taking the MCAT or plan to enter an area of allied health studies.

### IAS 215

1 hour

#### God's Call: Exploring a Theology of Vocation

This course is designed to engage students from every discipline in understanding the concept of vocation within the liberal arts from a theological point of view. Through lectures and readings the course will provide a history of vocation along with different understandings and uses of the concept. *Offered fall semester.*

### IAS 216

1 hour

#### Vocation: Living a Faithful Response

This course is designed to engage students in a deeper understanding of vocation specifically through personal exploration and discovery of one's particular vocation as understood within the context of the Christian liberal arts. This course will build upon content from IAS 215. *Offered spring semester. Prerequisite: IAS 215.*

### IAS 217

1 hour

#### Internships: Making the Most of Your Opportunity

This course is designed to engage students from every discipline seeking to maximize their internship experience. Through lectures, networking sessions, and practical assignments rooted in best practice research, students will be better prepared to effectively seek and prepare for, participate in, and build upon a quality internship experience. *Offered fall semester for elective credit.*

### IAS 218

1 hour

#### Transitions: Living a Good Life After College

This fourth course in the Calling and Career Office's vocation sequence is designed to engage students from every discipline in understanding the concept of transitioning faithfully to life after Taylor. Through classroom discussions, interactive exercises, and curated readings, students will explore faithful living in five critical aspects of post-college life: spirituality, church, family, community, and work. Designed primarily for juniors and seniors, this course has no prerequisites and will help students develop a helpful answer to the question, "What are you going to do after college?"

### IAS 220

1-4 hours

#### Honors

Special seminars available to students in the Honors Guild and others by permission of the instructor.

### IAS 230

1 hour

#### Issues in Science and Religion

An interdisciplinary examination of key issues underlying the relationship of science and Christianity, focusing on issues concerning creation, the fall, the flood, and the world in which we live today. The course will be a focus on general scientific concepts and theological principles involved in the integration of faith and learning. *Fulfills elective credit toward the 128-hour degree requirement or one elective credit in either physics or religion. Counts toward foundational core science credits.*

### IAS 231H

2 hours

#### Issues in Science and Religion

A more in depth interdisciplinary examination of key issues underlying the relationship of science and Christianity, focusing on issues concerning creation, the fall, the flood, and the world in which we live today. The course will be a focus on general scientific concepts and theological principles involved in the integration of faith and learning. Students will pursue research into a particular issue within this area, as well as more in depth study groups. *Fulfills elective credit toward the 128-hour degree requirement and one elective credit in both physics and religion. Counts toward foundational core science credits.*

**IAS 250** **3 hours**  
**Promising Ventures: Innovation Immersion**  
 This course is designed to give students an introduction to some of the skills and cognitive frameworks necessary to analyze new venture ideas and implement a course of action toward creating something new. Course content will focus on collaborative activities and experiential learning through the Calling and Career Office. Students will have the opportunity to put to action every topic discussed with real-world projects from companies and organizations in the Promising Ventures Network. Organizations exist to solve problems and provide services, whether for profit or not-for-profit, so this course is open to every major and all students are encouraged to apply, including those interested in starting or working in not-for-profit organizations. *Offered January interterm.*

**IAS 252** **1 hour**  
**Developmental Processes in Leadership**  
 Designed to provide theoretical foundations and experiential opportunities structured toward personal growth and organizational effectiveness. Strongly recommended for all students interested in on-campus leadership positions. *Not available for audit (AUD) credit. Offered January interterm and spring semester.*

**IAS 270** **1-4 hours**  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**IAS 310** **3 hours**  
**Philanthropy and Grant-Writing**  
 This course examines the role that grant-making foundations and individuals have played in supporting activities designed to affect social change and public policies, and the significance of that work on local and international communities. Patterns of giving, understanding philanthropy, structural and organizational issues, outlining and writing proposals, as well as programmatic opportunities and constraints are examined.

**IAS 320** **3 hours**  
**Cross-Cultural Outreach**  
 Through this Lighthouse service-learning experience, students are immersed in another culture and provide needed service to gain cross-cultural understanding, interpersonal and skill development and spiritual growth. Emphasis is given to reflection on God's global purposes, intercultural relationships and life stewardship. *Prerequisite: IAS 120 or permission of instructor. Meets foundational core cross-cultural requirement. Offered January interterm.*

**IAS 330** **3 hours**  
**Human Relations in Organizations**  
 The necessity of constructive conflict in organizations and the inevitability of destructive personal conflict are the reasons for studying human relations. Five books, some classic like Carnegie's *How to Win Friends and Influence People*, some near classic like Covey's *The Seven Habits of Effective People*, and possible future classics like Sande's *The Peacemaker*, are read and discussed. The goal is to improve understanding of conflict: That constructive conflict is healthy and necessary, how creative conflict can degenerate into destructive personal conflict, the causes of team dysfunction, how to achieve team synergy, and personal techniques for engaging in constructive conflict, avoiding destructive conflict and redeeming it should it happen. The Bible is used as a discussion resource. The pre-supposition of the course is that evangelical Christian culture encourages conflict avoidance within the culture and often without. Some strive to be "meek and mild" like Jesus, an aspiration that belies an incomplete understanding of Jesus' character and behavior. This is a writing course with a strong emphasis on discussion. *Meets foundational core social science requirement.*

**IAS 340** **1-2 hours**  
**Lewis and Related Authors Seminar**  
 A seminar offered by the Center for the Study of C. S. Lewis and Friends focusing on the works of authors represented in the Edwin W. Brown Collection: C. S. Lewis, George MacDonald, Dorothy Sayers, Charles Williams, and Owen Barfield as well as related authors. An interdisciplinary course which seeks to encourage scholarship and critical thinking. Specific topics vary from semester to semester. *Available for honors credit. May be repeated three times for credit. Open to all students.*

**IAS 352** **1 hour**  
**Student Development Seminar**  
 Designed to provide instruction and study in topics relevant to specific student leadership positions on campus. *Prerequisite: IAS 252 or permission of instructor. Offered spring semester.*

**IAS 353** **1 hour**  
**Village Tree Project**  
 This course is designed to complement the co-curricular learning of students participating in the "Village Tree Experience" Living Learning Community (LLC). A prerequisite is the course, "Working with Orphans and Vulnerable Children," where they initially propose their intended project or area of research related to vulnerable children and communities. Beginning in the fall semester, they narrow in on their intended project, completing it during the spring semester. Typically the project area is related to the student's major area of study. It can be a substantial literature review, a collaborative research project, a film or art project, or an applied experience. In addition to the project there is time given to sharing about corporate learning of the group, including assignments such as interviews, readings, and vocational reflections. *Prerequisite: PSY 315. Offered fall and spring semester as an expected credit for students in the LLC.*

**IAS 360** **1-4 hours**  
**Independent Study**  
 An individualized, directed study involving a specified topic. *Enrollment in this experience is restricted to students in the Honors Guild.*

**IAS 370** **1-4 hours**  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**IAS 373** **1 hour**  
**Conversations on Race**  
 This course is designed to help students explore the topic of race through readings, discussions, media presentations, and reflection on personal and field experiences. It will guide students in a meaningful thought process and dialogue that will allow them to consider their own racial identity, the meaning of race in interpersonal relationships on this campus and in society, as well as the important connection between Christian faith and race in the church and American society. An emphasis will be placed upon creating a safe environment where questions and dissent will be respected and welcomed, resulting in learning for all involved.

**IAS 393** **1-4 hours**  
**Practicum**  
 Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. *Offered primarily during summer.*

**IAS 450** **1-4 hours**  
**Directed Research**  
 Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.

**IAS 480** **1-4 hours**  
**Seminar**  
 A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.

**IAS 490** **1-2 hours**  
**Honors**  
 Individualized study or research of an advanced topic within a student's major. *Open to students with at least a 3.00 GPA in the major field.*

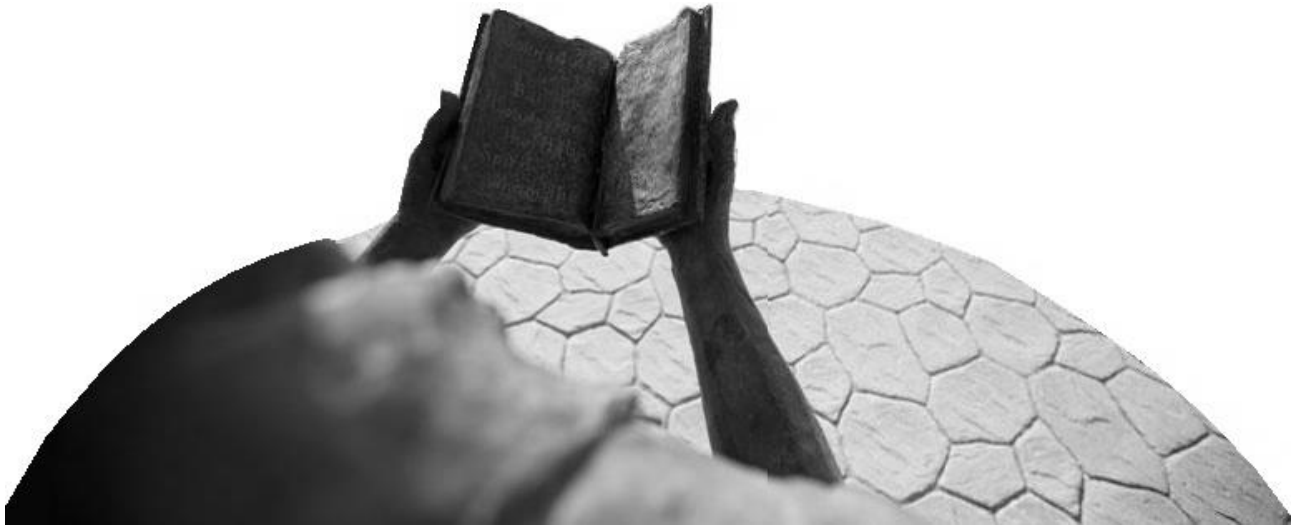
**IAS 492** **1-4 hours**  
**Integrative Seminar**  
 An interdepartmental, interdisciplinary seminar of an integrative nature utilizing readings and other media to communicate ideas.

**IAS 495** **1 hour**  
**Senior Seminar**  
 Senior Seminar is an integrative, interdisciplinary foundational core requirement. Students will register for it during either the fall or spring semester of their senior year. *Meets foundational core requirement.*

**IAS 499** **1 hour**  
**Special Study**  
 Upon recommendation of the major department chair, a student may petition for permission to serve as an instructional assistant in his/her major department. It is to be understood that the petition must be accompanied by a description of the student's duties and that the approved petition is to be presented to the Office of the Registrar at the time of registration. *Prerequisites: Junior standing; overall GPA of at least 2.60; major GPA of at least 3.00; and permission of the appropriate school dean.*

## Notes

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# ***SCHOOL OF HUMANITIES, ARTS, AND BIBLICAL STUDIES***

*MICHAEL D. HAMMOND, PHD, DEAN*

**ART, FILM, AND MEDIA**

**BIBLICAL STUDIES, CHRISTIAN MINISTRIES, AND PHILOSOPHY**

**COMMUNICATION**

**ENGLISH**

**HISTORY, GLOBAL, AND POLITICAL STUDIES**

**MODERN LANGUAGES**

**MUSIC, THEATRE, AND DANCE**

## Notes

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# Art, Film, and Media

**Co-Chairs, Professor J. Bouw, Assistant Professors K. Bruner, K. Herrmann  
Professor R. Smith  
Assistant Professors S. Bailey, J. Bruner, R. James, J. Miles, J. Riggleman, L. Stevenson  
Visiting Instructor B. Moore**

In support of the overall University mission, the Department of Art, Film, and Media exists to cultivate and develop its students both artistically and spiritually, equipping them to be transformative agents in a contemporary culture significantly shaped by the arts, media, and entertainment. The department aspires to:

1. Develop professional practicing artists who demonstrate exemplary competence in their discipline.
2. Provide students with a comprehensive body of artistic knowledge and skills as they relate to their biblical worldview.
3. Continually engage the global community through culturally relevant artistic production and social dialog.

The department offers Bachelor of Arts degrees with the following majors: Studio Art; Graphic Arts: Illustration; Graphic Arts: Design; Graphic Arts: Photography; Pre-Art Therapy; and Film and Media Production. A Bachelor of Science degree is also offered for these majors. The department offers a BS degree in Art Education. Minors are available in Art History, Photography, and Studio Art.

Many professional career paths are available to graduates from the department including: art education, graphic design, web design, photography, illustration, fine art production, arts administration, film and television production, independent filmmaking, broadcasting, and corporate and nonprofit media production.

All Film and Media Production, Graphic Art, and Studio Art majors are required to meet with department faculty at the end of their second year within the major to assess strengths, growth areas, and recommendations for continued participation.

A senior exhibit is also required for all majors in the department, as fulfillment of the senior comprehensive requirement.

The department provides professional development opportunities for art majors by hosting trips to major art centers such as Chicago, Miami, and New York. Furthermore, the department encourages participation in study abroad art programs such as Orvieto, Italy. The Film and Media Production program includes a Taylor-run Hollywood Internship Program, an annual trip to the Sundance Film Festival, international documentary trips, the Envision Film Festival, and a 24-hour film festival in January.

## Art Education (BS)

The Bachelor of Science degree in Art Education requires at 45-47 hours in addition to education courses. This major is for students who desire licensure in art for all grades (P-12). *Except where indicated, no more than 50% of completed requirements may overlap with another major, minor, or concentration. All major courses, including education curriculum courses, must be completed with a grade of C- or better and are included in the major GPA.*

### Art Courses

ART 101	3	Drawing I
ART 151	3	Two-Dimensional Design
ART 154	1	Digital Tools: Illustrator
ART 156	1	Digital Tools: Photoshop
ART 210	3	Introduction to Art Education
ART 221	3	Painting I
ART 253	3	Foundations of Photography
ART 281	3	Ceramics: Handbuilt Forms
ART 302	3	Figure Drawing
ART 310	3	Elementary Art Education
ART 380	3	Ceramics: Wheel Throwing

Select one course from the following:

ART 271	3	Three-Dimensional Design
ART 272	3	Sculpture I

Select one course from the following:

ART 320	3	Acrylic Painting
ART 322	3	Water-Based Media

Select one course from the following:

ART 345	3	Relief and Serigraphy Printmaking
ART 347	3	Intaglio and Lithography Printmaking

Select one course from the following:

ART 383	1	The Christian and the Arts
ART 481	3	Senior Thesis I

Select two art history courses from:

ART 311	3	Western Art History I
ART 313	3	Western Art History II
ART 316	3	Asian Art History
ART 413	3	Contemporary Art

### Professional Education

ART 309	2	Secondary Art Methods
EDU 150	3	Education in America
EDU 222	2	Reading in the Content Area for Secondary Teachers
EDU 260	3	Educational Psychology
EDU 307	2	Discipline and Classroom Management for Secondary Teachers
EDU 309	1	Teaching in Secondary, Junior High/Middle Schools – Special Methods
EDU 328	2	Assessment for Student Learning
EDU 384	1	Perspectives on Diversity
EDU 431	15	Supervised Internship in Secondary Schools
SED 220	3	Exceptional Children

### Additional Education Requirements

CAS 110	3	Public Speaking
PSY 350	3	Child and Adolescent Psychology

## Film and Media Production (BA)

The Bachelor of Arts degree in Film and Media Production requires two years of one foreign language and 51 major hours. Optional off-campus study programs are available; refer to **Hollywood Internship Program** on page 51, **Los Angeles Film Studies Center** on page 54, and **Contemporary Music Center** on page 50. Students must apply and be accepted to the programs. The Art, Film, and Media department cannot guarantee acceptance into these programs. All majors must participate in three semesters of media involvement. Students may not double major with professional writing. All major courses must be completed with a grade of C- or better and are included in the major GPA.

### Major Requirements

ART/CAC 156	1	Digital Tools: Photoshop
ART/CAC 157	1	Digital Tools: InDesign
CAS 120	3	Interpersonal Communication
FMP 125	1	Film and Media Production: New Majors Orientation
FMP 215	3	Audio Production
FMP 220	3	Film and Video Production
FMP 230	3	Scriptwriting
FMP 355	3	Multi-Camera Live Production
FMP 393	3	Practicum
FMP 440	3	Narrative Filmmaking
FMP 485	3	Senior Capstone
JRN 255	3	Media and Society
JRN 332	3	Layout and Design

Select one course from the following:

FMP 350*	3	Media Theory and Ethics
FMP 352*	3	History and Criticism of Film
FMP 388*	3	Media, Faith, and Culture

Select two courses from the following:

FMP 340*	3	Documentary Filmmaking
FMP 375*	3	Post-Production Methods
FMP 430*	3	Producing for Clients
FMP 455*	3	Directing and Cinematography

Select 2 additional credit hours from the following:

FMP 185	2	Digital Tools: After Effects
FMP 312	2	Steadicam® Workshop
FMP 340*	3	Documentary Filmmaking
FMP 350*	3	Media Theory and Ethics
FMP 352*	3	History and Criticism of Film
FMP 358	3	Sundance Study Trip
FMP 365	3	Inside the Entertainment Industry
FMP 370	3	Selected Topics (approved by advisor)
FMP 375*	3	Post-Production Methods
FMP 388*	3	Media, Faith, and Culture
FMP 430*	3	Producing for Clients
FMP 455*	3	Directing and Cinematography
FMP 492	6-12	Internship
FMP 493	12-13	Internship: Taylor University Hollywood Internship Program
JRN 115	3	Introduction to Media Writing
JRN 225	3	Foundations of Photojournalism
JRN 356	4	Web Design
THR 212	3	Acting I: Mask and Movement

\*Course may count only once.

## Film and Media Production/Systems (BS)

The Bachelor of Science degree in Film and Media Production/Systems consists of the 51 hour film and media production major and curriculum requirements in systems analysis. Optional off-campus study programs are available; refer to **Hollywood Internship Program** on page 51, **Los Angeles Film Studies Center** on page 54, and **Contemporary Music Center** on page 50. Students must apply and be accepted to the programs. The Art, Film, and Media department cannot guarantee acceptance into these programs. All majors must participate in three semesters of media involvement. Students may not double major with Professional Writing. All major courses, including systems curriculum courses, must be completed with a grade of C- or better and are included in the major GPA.

### Systems Curriculum Requirements

COS 120	4	Introduction to Computational Problem Solving
IAS 330	3	Human Relations in Organizations
MAT 151	4	Calculus I
FMP 393	3-4	Practicum
SYS 101	3	Introduction to Systems
SYS 390	3	Information Systems Analysis
SYS 392	1	Systems Seminar
SYS 394	3	Information Systems Design
SYS 403	3	Operations Management

Select one course from the following:

COS 121	4	Foundations of Computer Science
COS 143	3	Interactive Webpage Design

Select one course from the following:

MAT 210	4	Introductory Statistics
MAT 352	4	Mathematical Statistics

Select one course from the following:

SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

### Systems Electives

Select at least 3 hours of electives, in addition to those required in the major or systems:

MAT 382	3	Advanced Statistical Methods
MGT 201	3	Introduction to Business
SYS 214	3	Principles of Human Computer Interaction
SYS 310	3	E-Commerce
SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

\*Courses in both areas may count only once.

## Graphic Art (BA)

The Bachelor of Arts degree with a major in Graphic Art, with a concentration in Design (58-59 hours), Illustration (60 hours), or Photography (59-60 hours), requires two years of one foreign language and 58-60 hours in the major. Students may not double major with Computer Science-Digital Media. Except where indicated, no more than 50% of completed requirements may overlap with another major, minor, or concentration. All major courses must be completed with a grade of C- or better and are included in the major GPA.

### Art Core Requirements

ART 101	3	Drawing I	ART 311	3	Western Art History I
ART 151	3	Two-Dimensional Design	ART 313	3	Western Art History II
ART 156	1	Digital Tools: Adobe Photoshop	ART 382	2	The Christian and the Arts
ART 271	3	Three-Dimensional Design			

Graphic Art requirements continued on next page



Graphic Art requirements continued from previous page

Select one of the following concentration areas:

#### Design

##### Concentration Requirements

ART 152	3	Visual Communications	ART 351	3	Product ID
ART 154	1	Digital Tools: Illustrator	ART 356	4	Web Design
ART 157	1	Digital Tools: InDesign	ART 357	3	History of Graphic Art
ART 251	3	Typography	ART 393	3-4	Practicum
ART 253	3	Foundations of Photography	ART 456	4	Web Animation
ART 254	3	Illustration I	ART 457	3	Portfolio I
ART 257	3	Layout and Prepress	ART 485	3	Senior Exhibition

#### Illustration

##### Concentration Requirements

ART 152	3	Visual Communications	ART 302	3	Figure Drawing
ART 154	1	Digital Tools: Illustrator	ART 322	3	Water-Based Media
ART 157	1	Digital Tools: InDesign	ART 324	3	Painting II
ART 162	1	Digital Tools: Painter	ART 357	3	History of Graphic Art
ART 203	3	Drawing II	ART 365	3	Illustration 2: Visual Narrative
ART 221	3	Painting I	ART 445	3	Illustration 3: Thesis
ART 253	3	Foundations of Photography	ART 457	3	Portfolio I
ART 254	3	Illustration I	ART 485	3	Senior Exhibition

#### Photography

##### Concentration Requirements

ART 152	3	Visual Communications	ART 344	3	Photojournalism
ART 154	1	Digital Tools: Illustrator	ART 346	3	Portraiture
ART 157	1	Digital Tools: InDesign	ART 353	3	Commercial Photography
ART 253	3	Foundations of Photography	ART 393	3-4	Practicum
ART 254	3	Illustration I	ART 457	3	Portfolio I
ART 257	3	Layout and Prepress	ART 461	3	Experimental Photography
ART 261	3	Film and Darkroom	ART 485	3	Senior Exhibition
ART 317	3	History of Photography			

### Graphic Art/Systems (BS)

The Bachelor of Science degree with a major in graphic art/systems consists of the 58-60 hour graphic art major core requirements, concentration requirements, and curriculum requirements in systems analysis. *Students may not double major with Computer Science-Digital Media. Except where indicated below, no more than 50% of completed requirements may overlap with another major, minor, or concentration. All major courses must be completed with a grade of C- or better and are included in the major GPA.*

#### Systems Curriculum Requirements

COS 120	4	Introduction to Computational Problem Solving
IAS 330	3	Human Relations in Organizations
MAT 151	4	Calculus I
SYS 101	3	Introduction to Systems
SYS 390	3	Information Systems Analysis
SYS 392	1	Systems Seminar
SYS 394	3	Information Systems Design
SYS 403	3	Operations Management

Select one course from the following:

COS 121	4	Foundations of Computer Science
COS 143	3	Interactive Webpage Design

Select one course from the following:

MAT 210	4	Introductory Statistics
MAT 352	4	Mathematical Statistics

Select one course from the following:

SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

Select one course from the following:

ART 393	3-4	Practicum
SYS 393	3-4	Practicum

#### Systems Electives

Select at least 3 hours of electives, in addition to those required in the major or systems:

MAT 382	3	Advanced Statistical Methods
MGT 201	3	Introduction to Business
SYS 214	3	Principles of Human Computer Interaction
SYS 310	3	E-Commerce
SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

\*Courses in both areas may count only once.

## Pre-Art Therapy (BA)

The Bachelor of Arts degree in Pre-Art Therapy major requires 55-56 hours and two years of one foreign language. *Except where indicated, no more than 50% of completed requirements may overlap with another major, minor, or concentration. All major courses must be completed with a grade of C- or better and are included in the major GPA.*

### Art Requirements

ART 101	3	Drawing I
ART 151	3	Two-Dimensional Design
ART 210	3	Introduction to Art Education
ART 221	3	Painting I
ART 253	3	Foundations of Photography
ART 271	3	Three-Dimensional Design
ART 281	3	Ceramics: Handbuilt Forms
ART 302	3	Figure Drawing
ART 309	2	Secondary Art Methods
ART 310	3	Elementary Art Education
ART 322	3	Water-Based Media
ART 380	3	Ceramics: Wheelthrowing
ART 393	2-3	Practicum

Select one course from the following:

ART 311	3	Western Art History I
ART 313	3	Western Art History II

### Psychology Requirements

PSY 100	3	Introductory Psychology
PSY 250	3	Life Span Development
PSY 300	3	Abnormal Psychology
PSY 305	3	Behavior Problems of Child and Adolescence
PSY 400	3	Theories of Personality

### Recommended Courses

PSY 272	4	Introduction to Research Methods and Data Analysis
PSY 393	3	Practicum
PSY 461	3	Fundamentals of Counseling

## Pre-Art Therapy/Systems (BS)

The Bachelor of Science degree with a major in Pre-Art Therapy/Systems consists of the pre-art therapy major requirements and curriculum requirements in systems analysis. *Except where indicated, no more than 50% of completed requirements may overlap with another major, minor, or concentration. All major courses, including systems curriculum courses, must be completed with a grade of C- or better and are included in the major GPA.*

### Systems Curriculum Requirements

COS 120	4	Introduction to Computational Problem Solving
IAS 330	3	Human Relations in Organizations
MAT 151	4	Calculus I
SYS 101	3	Introduction to Systems
SYS 390	3	Information Systems Analysis
SYS 392	1	Systems Seminar
SYS 394	3	Information Systems Design
SYS 403	3	Operations Management

Select one course from the following:

COS 121	4	Foundations of Computer Science
COS 143	3	Interactive Webpage Design

Select one course from the following:

MAT 210	4	Introductory Statistics
MAT 352	4	Mathematical Statistics

Select one course from the following:

SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

Select one course from the following:

ART 393	3-4	Practicum
PSY 393	3-4	Practicum
SYS 393	3-4	Practicum

### Systems Electives

Select at least 3 hours of electives, in addition to those required in the major or systems:

MAT 382	3	Advanced Statistical Methods
MGT 201	3	Introduction to Business
SYS 214	3	Principles of Human Computer Interaction
SYS 310	3	E-Commerce
SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

\*Courses in both areas may count only once.

## Studio Art (BA)

The Bachelor of Arts degree in Studio Art major requires 60 hours and two years of one foreign language. *Except where indicated, no more than 50% of completed requirements may overlap with another major, minor, or concentration. All major courses must be completed with a grade of C- or better and are included in the major GPA.*

### Art Core Requirements

ART 101	3	Drawing I
ART 151	3	Two-Dimensional Design
ART 156	1	Digital Tools: Adobe Photoshop
ART 271	3	Three-Dimensional Design
ART 311	3	Western Art History I
ART 313	3	Western Art History II
ART 382	2	The Christian and the Arts

### Studio Art Requirements

ART 160	3	Contemporary Strategies in Art
ART 413	3	Contemporary Art
ART 418	3	Critical Foundations for Studio Practice
ART 481	3	Senior Thesis I
ART 484	3	Senior Thesis II

Select one course from the following:

ART 221	3	Painting I
ART 322	3	Water-Based Media

Select one course from the following:

ART 253	3	Foundations of Photography
ART 261	3	Film and Darkroom

Select one course from the following:

ART 345	3	Relief and Serigraphy
ART 347	3	Intaglio and Lithography

Select 18 credit hours from the following:

ART 203	3	Drawing II
ART 221*	3	Painting I
ART 253*	3	Foundations of Photography
ART 261*	3	Film and Darkroom
ART 272	3	Sculpture I
ART 275	3	Metals I
ART 281	3	Ceramics: Handbuilt Forms
ART 302	3	Figure Drawing
ART 316	3	Asian Art History
ART 317	3	History of Photography
ART 322*	3	Water-Based Media
ART 324	3	Painting II
ART 344	3	Photojournalism
ART 345*	3	Relief and Serigraphy
ART 346	3	Portraiture
ART 347*	3	Intaglio and Lithography
ART 353	3	Commercial Photography
ART 356	4	Web Design
ART 372	3	Sculpture II
ART 380	3	Ceramics: Wheelthrowing
ART 417	3	Advanced Ceramics
ART 441	3	Advanced Printmaking
ART 461	3	Experimental Photography

\*Courses in both areas may count only once.

## Studio Art/Systems (BS)

The Bachelor of Science degree with a major in Studio Art/Systems consists of the 60-hour studio art major requirements and curriculum requirements in systems analysis. Except where indicated, no more than 50% of completed requirements may overlap with another major, minor, or concentration. All major courses, including systems curriculum courses, must be completed with a grade of C- or better and are included in the major GPA.

### Systems Curriculum Requirements

COS 120	4	Introduction to Computational Problem Solving
IAS 330	3	Human Relations in Organizations
MAT 151	4	Calculus I
SYS 101	3	Introduction to Systems
SYS 390	3	Information Systems Analysis
SYS 392	1	Systems Seminar
SYS 394	3	Information Systems Design
SYS 403	3	Operations Management

Select one course from the following:

COS 121	4	Foundations of Computer Science
COS 143	3	Interactive Webpage Design

Select one course from the following:

MAT 210	4	Introductory Statistics
MAT 352	4	Mathematical Statistics

Select one course from the following:

SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

Select one course from the following:

ART 393	3-4	Practicum
SYS 393	3-4	Practicum

### Systems Electives

Select at least 3 hours of electives, in addition to those required in the major or systems:

MAT 382	3	Advanced Statistical Methods
MGT 201	3	Introduction to Business
SYS 214	3	Principles of Human Computer Interaction
SYS 310	3	E-Commerce
SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

\*Courses in both areas may count only once.

## Art History Minor

The Art History minor requires 19-20 hours. Open to all students. Graphic Art and Studio Art majors may overlap more than 50% of completed requirements with this minor. All minor courses must be completed with a grade of C- or better and are included in the minor GPA.

### Minor Requirements

ART 311	3	Western Art History I
ART 313	3	Western Art History II
ART 382	2	The Christian and the Arts
ART 413	3	Contemporary Art

Select one course from the following:

ART 393	3	Practicum
ART 450	3	Directed Research

Select two courses from the following:

ART 316	3	Asian Art History
ART 317	3	History of Photography
ART 357	3	History of Graphic Art
CAC 326*	2	Communication Ethics and Aesthetics
PHI 342*	3	Aesthetics

\*A maximum of one of these courses may count toward minor.

## Photography Minor

The Photography minor requires 21 hours. Minor is open to all students, except Graphic Art and Studio Art majors with a photography concentration. All minor courses must be completed with a grade of C- or better and are included in the minor GPA.

### Minor Requirements

ART 156	1	Digital Tools: Adobe Photoshop
ART 261	3	Film and Darkroom
ART 346	3	Portraiture

Select one course from the following:

ART 253	3	Foundations of Photography
JRN 225	3	Foundations of Photojournalism

Select 11 hours from the following:

ART 101*	3	Drawing I
ART 151*	3	Two-Dimensional Design
ART 154	1	Digital Tools: Illustrator
ART 157	1	Digital Tools: InDesign
ART 271*	3	Three-Dimensional Design
ART 311*	3	Western Art History I
ART 313*	3	Western Art History II
ART 317	3	History of Photography
ART 344	3	Photojournalism
ART 353	3	Commercial Photography
ART 356	4	Web Design
ART 382*	2	The Christian and the Arts
ART 393	3	Practicum
ART 461	3	Experimental Photography

\*Course may not be used to meet a requirement in both major and minor.

## Studio Art Minor

The Studio Art minor requires 24 hours. *No more than 50% of completed requirements may overlap with another major, minor or concentration. Not open to Graphic Art or Studio Art majors. All minor courses must be completed with a grade of C- or better and are included in the minor GPA.*

### Minor Requirements

ART 101	3	Drawing I
ART 151	3	Two-Dimensional Design
ART 160	3	Contemporary Strategies in Art

Select one course from the following:

ART 221	3	Painting I
ART 253	3	Foundations of Photography
ART 320	3	Acrylic Painting
ART 322	3	Water-Based Media
ART 345	3	Relief and Serigraphy Printmaking
ART 347	3	Intaglio and Lithography Printmaking

Select one course from the following:

ART 271	3	Three-Dimensional Design
ART 275	3	Metals I
ART 281	3	Ceramics: Handbuilt Forms
ART 380	3	Ceramics: Wheel Throwing

Select one course from the following:

ART 311	3	Western Art History I
ART 313	3	Western Art History II
ART 316	3	Asian Art History
ART 413	3	Contemporary Art

Select at least two additional 3-hour courses in a single area from drawing, painting, ceramics, printmaking, or sculpture to complete the 24-hour minor requirement.

## Art Courses

### ART 101 3 hours

#### Drawing I

Introduction to the fundamentals of observation and rendering, perspective and composition, using a variety of drawing mediums. *Meets foundational core participation in the arts requirement.*

### ART 151 3 hours

#### Two-Dimensional Design

A foundational course in understanding the elements and principles of two-dimensional design composition and color theory, as well as methods for creative problem solving. A studio-skills class utilizing a variety of mediums in a related series of projects. *Meets foundational core participation in the arts requirement.*

### ART 152 3 hours

#### Visual Communications

An introduction to the graphic design industry, with emphasis in visual problem solving, a basic understanding of typography, color and composition as well as the implementation of the various additional elements of design.

### ART 154 1 hour

#### Digital Tools: Illustrator

This course focuses on the development of drawing and design skills using Adobe Illustrator, the industry standard software for vector image and logo generation.

### ART 156 1 hour

#### Digital Tools: Photoshop

This course focuses on the development of painting and image editing skills using Adobe Photoshop, the industry standard software for bitmap image generation and digital photo manipulation.

### ART 157 1 hour

#### Digital Tools: InDesign

This course focuses on the development of print layout and compositing skills, manipulating type and images, using Adobe InDesign, the industry leading software for page layout construction and desktop publishing.

### ART 160 3 hours

#### Contemporary Strategies in Art

This course is designed to calibrate freshman studio art majors via collaborative engagement and exploration of processes, theories, and art works relevant to producing art in our present age.

### ART 162 1 hour

#### Digital Tools: Painter

An introductory course focusing on digital image creation, utilizing the drawing and painting controls found in Corel Painter.

### ART 170 1-4 hours

#### Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

### ART 203 3 hours

#### Drawing II

Advanced conceptual approaches as they relate to drawing as an artistic end. *Prerequisites: ART 101 and ART 151.*

### ART 210 3 hours

#### Introduction to Art Education

A survey of the history and philosophy of art education. The course utilizes the disciplines of art criticism, history, aesthetics, and production to acquire information, develop resources, and create a variety of learning experiences for students of various developmental levels. *Prerequisites: EDU 150 and sophomore status.*

### ART 221 3 hours

#### Painting I

Beginning experiences in the materials, theory, techniques and composition used in historical and contemporary styles of oil painting. Consideration of the work of individual painters introduces various conceptual approaches to painting. *Prerequisites: ART 101 and 151.*

### ART 251 3 hours

#### Typography

An introduction to the essential principles of typography; the design and expressive capacities of letter forms are explored through historical study, typesetting assignments, discussions, and studio projects. *Prerequisites: ART 101, 151, 152, and 154.*

### ART 253 3 hours

#### Foundations of Photography

Provides ground-level introduction to the tools, concepts, and techniques of photography. Students will explore composition, style, color, tonality, and light. Strong emphasis on full comprehension and technical mastery of dSLRs, digital processing, and color-managed output. *Students must provide their own dSLR cameras. Prerequisite: ART 156.*

### ART 254 3 hours

#### Illustration I

An introductory course to the art and business of illustration with an emphasis in developing conceptual skills, a personal visual voice and unique stylistic approach. Coursework will include the production of editorial, promotional and personal illustrations. *Prerequisites: ART 101 and 151.*

### ART 257 3 hours

#### Layout and Prepress

An editorial design course, with a focus on page layout construction, digital pre-press and tabloid design. Students will learn terms and skills necessary for a career in the editorial design industry. Projects may include book covers, brochures, magazines and newspaper layouts. *Prerequisites: ART 101, 151, 154, 156, 157, and 251.*

### ART 261 3 hours

#### Film and Darkroom

Maintains the heritage of analog photography by exploring silver halide films and various darkroom processes. Emphasis on shooting and processing black-and-white film and printing paper prints with enlargers. Color films and processing discussed, as well as experimental darkroom techniques. The course culminates with large format view camera work. *Students must present a 35mm film camera in good order to enroll. Prerequisite: ART 253.*

### ART 270 1-4 hours

#### Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

**ART 271 3 hours**  
**Three-Dimensional Design**  
 A foundational course in understanding the elements and principles of three-dimensional design composition, as well as creative problem solving. A studio skills class utilizing a variety of mediums in a related series of projects. *Meets foundational core participation in the arts requirement.*

**ART 272 3 hours**  
**Sculpture I**  
 Three-dimensional studies on form as practiced through art history, classical to abstract representations of the human form and architectural sculptural methods (welding and additive methods). *Materials for this course cover clay, stone and metal. Prerequisite: ART 271.*

**ART 275 3 hours**  
**Metals I**  
 Beginning metalworking projects use various techniques, with precious and non-precious metals. Soldering, enameling, metal casting and stone setting are covered. *Meets foundational core participation in the arts requirement.*

**ART 281 3 hours**  
**Ceramics: Handbuilt Forms**  
 An introduction to basic clay formation techniques with an emphasis on the sculptural and asymmetrical potentials of hand constructed clay forms. Covers essentials of the ceramic process: forming, glazing, and transformation through firing. *Meets foundational core participation in the arts requirement.*

**ART 300 2 hours**  
**Art For Teachers**  
 Opportunities for the development of skills and learning experiences for use in the elementary classroom. Introduction to the components of Discipline-Based Art Education through lecture, studio projects and out of class assignments.

**ART 302 3 hours**  
**Figure Drawing**  
 Intermediate level drawing course with emphasis in rendering the human figure. *Prerequisite: ART 101.*

**ART 309 2 hours**  
**Secondary Art Methods**  
 Examine methodology and teaching practices in art, organizing and writing the art curriculum, classroom management, assessment of student progress, and general strategies and methods for conducting an art program for the middle and high school level students. In addition, studio work will be utilized to create a portfolio of art projects suitable for middle and high school students. *Written assignments for the course will be added to the professional portfolio. Prerequisites: EDU 150 and EDU 260 and approval into the teacher education program.*

**ART 310 3 hours**  
**Elementary Art Education**  
 Theory and foundations for the development of skills and learning experiences for use in the elementary art classroom. The Discipline-Based Art Education model will be utilized in preparing lesson plans, studio projects and practical application content.

**ART 311 3 hours**  
**Western Art History I**  
 A survey of architecture, sculpture, and painting from prehistory to the Late Gothic in Europe and the Near East.

**ART 313 3 hours**  
**Western Art History II**  
 A survey of architecture, sculpture and painting from the Proto-Renaissance to the Modern era in Western Europe and the United States. *Prerequisite: ART 311.*

**ART 316 3 hours**  
**Asian Art History**  
 A survey of the arts of south and east Asia including India, China, Japan, and Korea with an emphasis on understanding works within their cultural contexts.

**ART 317 3 hours**  
**History of Photography**  
 Invites students not only to know the factual, international history of the medium, but to consider its implications for society and culture in general. Projects and assignments will fully acquaint students with the rudimentary mechanics of optics and cameras in their earliest development, as well as major photographers and their styles. *Camera required. Prerequisites: ART 253 and ART 261.*

**ART 320 3 hours**  
**Acrylic Painting**  
 An introduction to the techniques, materials and processes involved in acrylic painting. The course will focus on various aspects of acrylic painting on a mixed variety of surfaces and utilizing various varnishes, mediums and brush techniques. *Prerequisite: ART 101.*

**ART 322 3 hours**  
**Water-Based Media**  
 An introduction to distinctive techniques, materials, and processes involved in water-based painting. The course will explore watercolor, gouache, and ink wash. *Prerequisite: ART 101.*

**ART 324 3 hours**  
**Painting II**  
 An intermediate level course where students engage in the advancement of their technical proficiency, explore a greater degree of self-initiated projects, and engage in in-depth critical analysis of contemporary painting. *Prerequisite: ART 221.*

**ART 344 3 hours**  
**Photojournalism**  
 Explores documentary photography from spot news to long-form photo essays. Topics include journalistic theories, ethics, and the social functions of journalism. All assignments include photography and written captions, and in some cases longer writings. *Camera required. Prerequisites: ART 253 and ART 261.*

**ART 345 3 hours**  
**Relief and Serigraphy**  
 Handprinting as an expressive medium is investigated through relief and screen printing processes, including linoleum block printing, woodcut printing, cut stencils, drawing fluid/screen filler use, and photo-based silkscreen. This course serves as an introduction to the essential tools, materials, and techniques related to relief and serigraphy. Readings and discussion pertaining to the history of radical thought expressed via prints and the subsequent dissemination of printed materials will augment studio projects.

**ART 346 3 hours**  
**Portraiture**  
 Provides the opportunity to explore portraiture in depth, including conventional, environmental, expressive and experimental work. *Camera required. Prerequisite: ART 253.*

**ART 347 3 hours**  
**Intaglio and Lithography**  
 Handprinting as an expressive medium is investigated through intaglio and lithographic processes. Projects explore the use of hardground etching, softground etching, whiteground, aquatint, chine colle, drypoint, photo etching and plate and stone lithography. This course serves as an introduction to the essential tools, materials, and techniques related to intaglio and lithography. Readings and discussion pertaining to the history of radical thought expressed via prints and the subsequent dissemination of printed materials will augment studio projects.

**ART 351 3 hours**  
**Product ID**  
 A design course with emphasis in creating a product identity from concept to completion. This course will discuss but not be limited to, conceptual design, logo/logotype development, packaging design, advertising design and the development of promotional materials. Professional presentation and client skills will also be discussed. *Prerequisites: ART 251 and 257.*

**ART 353 3 hours**  
**Commercial Photography**  
 Introduces various commercial photo categories and demonstrates ways to make a living with a camera. Emphasis is always on the marketing and stylistic needs of clients rather than the personal style of the photographer. Covers images for various facets of marketing and retail: advertising, fashion, product and food photos, and selling stock. *Camera required. Pre-requisites: ART 253 and ART 346 (graphic design majors may substitute ART 257 for ART 346).*

**ART 356 4 hours**  
**Web Design**  
 This course will teach students design fundamentals for interactive media with a focus on designing user interfaces for the internet. Students will be introduced to the vocabulary, foundational technology, design elements, and techniques for creating interactive media. Projects will cover a range of topics that will introduce students to the many uses for interactive design, identifying, and designing for different target audiences, and the basics of how to deliver the finished product to those audiences. Additionally, through the projects and class exercises, students will be introduced to and gain a better understanding of industry standard tools. *Prerequisite: ART 156.*

**ART 357 3 hours**  
**History of Graphic Art**  
 A design course focusing in depth on the stylistic history of graphic design, from Gutenberg to the present. Weekly studio assignments will be given with specific historical and stylistic goals. The purpose of this course is to create a strong awareness of historical styles and to develop artwork applicable to a working portfolio. *Prerequisites: ART 251 and 257.*

**ART 360** 1-4 hours  
**Independent Study**  
An individualized, directed study involving a specified topic.

**ART 365** 3 hours  
**Illustration 2: Visual Narrative**  
An intermediate level course focusing on continued development of the illustrator's personal voice while producing a unified series of location based sequential images useful for a professional working portfolio. Students will continue to explore new media, refine technique, and discuss essential business practices.

**ART 370** 1-4 hours  
**Selected Topics**  
A course offered on a subject of interest but not listed as a regular course offering.

**ART 372** 3 hours  
**Sculpture II**  
Intermediate use of technical skills and conceptual issues of creating sculpture with form and space. *Prerequisites:* ART 271 and 272 or permission of the instructor.

**ART 380** 3 hours  
**Ceramics: Wheelthrowing**  
The use of the potter's wheel for throwing vessel and sculptural forms. Form and surface design are considered, as well as various firing techniques. *Meets the foundational core participation in the arts requirement.*

**ART 382** 2 hours  
**The Christian and the Arts**  
Seminar that deals with topics related to the Christian and the Arts emphasizing the development of critical abilities via the discussion of readings, student presentations, and writing assignments. *Prerequisite:* Junior status.

**ART 383** 1 hour  
**The Christian and the Arts—Art Education**  
Seminar that deals with topics related to the Christian and the Arts for Art Education majors emphasizing the development of critical abilities via the discussion of readings, student presentations, and writing assignments. *Prerequisites:* Art Education major and junior status.

**ART 393** 1-4 hours  
**Practicum**  
Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience.

**ART 413** 3 hours  
**Contemporary Art**  
Introduces the student to a wide range of contemporary art, emphasizing the development of analytical and critical skills. *Prerequisite:* Junior status.

**ART 417** 3 hours  
**Advanced Ceramics**  
Largely self-directed, this course will give the student opportunity to further skills and concepts developed in their previous handbuilding and wheelthrowing courses. This course will also allow for exploration in making clay, glazes, and experimental firings. *Prerequisites:* ART 281 and ART 380.

**ART 418** 3 hours  
**Critical Foundations for Studio Practice**  
This course centers around the discussion of formative essays, interviews and films, presenting key concepts as a support for creation of work in the studio. *Prerequisite:* ART 160.

**ART 441** 3 hours  
**Advanced Printmaking**  
Advanced studies in printmaking, addressing the refining of skills, and the individual exploration of one or two printmaking processes. *Prerequisites:* ART 241 and 342.

**ART 445** 3 hours  
**Illustration 3: Thesis**  
An advanced level course focusing on a large scale thesis project of personal imagery for the student's senior show and portfolio.

**ART 450** 1-4 hours  
**Directed Research**  
Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.

**ART 456** 4 hours  
**Web Animation**  
Students will build on the skills learned in ART 356, by focusing on industry standard animation and interactive software for the world wide web. This course will further develop each student's conceptual, interactive page layout, and web programming skill sets. Emphasis will be placed on fully utilizing Flash's unique animation, interactivity and scripting controls, to create a self-promotional website useful in the pursuit of a future design career. *Prerequisite:* ART 356.

**ART 457** 3 hours  
**Portfolio I**  
Advanced design course emphasizing development of a working portfolio. Projects may include book covers, advertisements, brochures, posters, editorial design, logotypes, and corporate identity campaigns. *Prerequisite:* ART 351 and 357.

**ART 461** 3 hours  
**Experimental Photography**  
Encourages the student to explore personal photographic aesthetics, vision, and statement with an eye toward galleries and markets or a personal portfolio. Work would most likely be conceptual and expressive in nature. The course also provides wide-open opportunity for technical experimentation. *Camera required. Pre-requisites:* ART 253 and 261.

**ART 471** 3 hours  
**Sculpture III**  
Advanced use of technical skills and conceptual issues of creating sculpture with form and space. Studio projects employ additive, subtractive and casting methods utilizing such materials as clay, plaster, wood, plastics, and metals. *Prerequisite:* ART 372 or permission of the instructor.

**ART 480** 1-4 hours  
**Seminar**  
A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.

**ART 481** 3 hours  
**Senior Thesis I**  
Senior Thesis I serves as a culmination of students' undergraduate art making endeavor, providing guidance in the development of a body of work to be presented in a final exhibition with thematic and aesthetic cohesiveness. Class includes a trip to a significant contemporary art destination. *Prerequisite:* Senior status.

**ART 484** 3 hours  
**Senior Thesis II**  
Senior Thesis II provides continued support as students prepare for their senior thesis exhibition. This course also serves as a seminar devoted to the conceptualization of a career in the arts, given its many forms. Students will also gain exposure to practicalities of life as a working artists such as funding, grant-writing, exhibiting, and pursuit of higher education.

**ART 485** 3 hours  
**Senior Exhibition**  
Creation of a body of work for the student's senior exhibition with thematic and aesthetic cohesiveness. Students should plan for the costs associated with the exhibition. *Prerequisite:* Senior status.

**ART 490** 1-2 hours  
**Honors**  
Individualized study or research of an advanced topic within a student's major. *Open to students with at least a 3.00 GPA in the major field.*

## Film and Media Production Courses

### FMP 125 1 hour

#### Film and Media Production: New Majors Orientation

Explores the Film and Media Production major, focusing on requirements and career options. It is designed to aid students as they prepare for both their coursework on campus and career decisions upon graduation. *Offered fall semester.*

### FMP 170 1-4 hours

#### Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

### FMP 185 2 hours

#### Digital Tools: After Effects

An introduction to Adobe After Effects software for motion graphics and animation.

### FMP 215 3 hours

#### Audio Production

An exploration of the principles and applications of digital audio in today's media industries. Topics discussed include sound theory, microphones, digital audio fundamentals, systems theory and computer- and hardware-based recording and editing. Emphasis is on communicating a creative and technically excellent message. *Offered fall and spring semesters.*

### FMP 220 3 hours

#### Film and Video Production

A hands-on immersion in visual storytelling using single camera film-style shooting techniques. Course includes digital cinematography, nonlinear editing, lighting, audio for video/film and producing with an emphasis on creative storytelling and visual aesthetics. *Offered fall and spring semesters.*

### FMP 230 3 hours

#### Scriptwriting

This course covers the theory and practice of nonfiction writing (e.g., scripting for clients and documentary) and fiction writing (e.g., short film screenplay and television series).

### FMP 270 1-4 hours

#### Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

### FMP 300 1-2 hours

#### Media Laboratory

Two hours of credit may be earned per semester by students holding top leadership positions in campus media organizations—newspaper, yearbook, radio station, or in-house production team. *One hour of credit may be earned per semester by those holding secondary positions in a campus media organization. One or two hours of credit may be earned by assisting with approved departmental production projects. A maximum of six hours may count toward graduation. Prerequisite: Permission of instructor.*

### FMP 312 2 hours

#### Steadicam® Workshop

A workshop covering the proper safety, operation, and creative use of the Steadicam® camera support system for cinematography.

### FMP 340 3 hours

#### Documentary Filmmaking

An exploration of the art of documentary film. Includes critique of notable documentaries, the study of multiple approaches to nonfiction storytelling and the creation of a festival-ready short documentary including pre-production, production, and post-production. *Prerequisite: FMP 220.*

### FMP 350 3 hours

#### Media Theory and Ethics

An overview of media communication theories and ethical challenges in the media workplace. *Prerequisite: JRN 255.*

### FMP 352 3 hours

#### History and Criticism of Film

A survey of film history, artistic growth, and early influences and techniques of filmmaking. Theories for critiquing films are emphasized. *Prerequisite: JRN 255. Offered spring semester of odd years.*

### FMP 355 3 hours

#### Multi-Camera Live Production

An overview of multi-camera live production processes, techniques and personnel in the studio setting and on-location. Students will plan and produce programming, functioning as a production team. *Prerequisite: FMP 220. Offered fall semesters.*

### FMP 358 3 hours

#### Sundance Study Trip

An exploration of the intersections between faith and independent film including reading and writing, followed by a week-long trip to the Sundance Film Festival. *Offered January interterm by application.*

### FMP 360 1-4 hours

#### Independent Study

An individualized, directed study involving a specified topic.

### FMP 365 3 hours

#### Inside the Entertainment Industry

An overview of the people, skills, and processes required for success in the film and television industries from both business and creative perspectives. *Taught by entertainment industry professionals in Los Angeles as the academic component of Taylor University's semester-long Hollywood Internship Program. Prerequisites: FMP major, junior or senior standing, acceptance into TUHIP program.*

### FMP 370 1-4 hours

#### Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

### FMP 375 3 hours

#### Post-Production Methods

Video editing principles and practices, leading to the certification test for Avid Media Composer. Advanced color correction for film and television.

### FMP 388 3 hours

#### Media, Faith, and Culture

An exploration of the intersections between media, popular culture and the gospel. Topics include evangelical responses to popular culture through history, religious broadcasting, religious filmmaking, media in the local church setting, media in global missions and portrayals of Christ and Christians on TV and film. *Prerequisite: JRN 255; junior standing; production or layout experience is required. Offered spring semester.*

### FMP 393 1-4 hours

#### Practicum

Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. *Pass/fail only. Offered primarily during summer.*

### FMP 430 3 hours

#### Producing for Clients

This course develops the skills required to create a client-driven video or film production project. Producing tasks including pre-production, budgeting, scheduling and client relations are emphasized. Students work in teams with an outside organization to produce a professional video or film project. *Prerequisite: FMP 220. Offered fall semester of even years.*

### FMP 440 3 hours

#### Narrative Filmmaking

Students work in teams to create festival-ready short film including scripting, pre-production, production, and post-production. Students will develop an ability to integrate Christian thought and storytelling. *Prerequisites: FMP 220 and 230.*

### FMP 450 1-4 hours

#### Directed Research

Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.

### FMP 455 3 hours

#### Directing and Cinematography

An overview of the role of film director in terms of script analysis, development of the director's vision and story visualization. Includes instruction in the art and science of cinematography and lighting. *Offered fall semester as needed.*

### FMP 480 1-4 hours

#### Seminar

A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.

### FMP 485 3 hours

#### Senior Capstone

Seniors will complete a senior portfolio and prepare for employment and graduate school. *Offered spring semester.*

### FMP 490 1-2 hours

#### Honors

Individualized study or research of an advanced topic within a student's major. *Open to students with at least a 3.00 GPA in the major field.*

### FMP 492 8-16 hours

#### Internship

Professional semester of supervised internship in a work setting related to the major field of study. *Prerequisites: Completion of departmental core and approval of the department faculty. Pass/fail only.*

### FMP 493 12-13 hours

#### Internship: Taylor University Hollywood Internship Program

Entertainment industry internship completed as part of Taylor University's Hollywood Internship Program.

## Notes

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# Biblical Studies, Christian Ministries, and Philosophy

*Chair, Professor M. Harbin*  
*Biblical Studies Program Director, Professor E. Meadors*  
*Christian Ministries Program Director, Associate Professor M. Severe*  
*Philosophy Program Director, Associate Professor B. Seeman*  
*Missions Program Director, Associate Professor J. Collins*  
*Professors P. Collins, W. Heth, J. Spiegel*  
*Associate Professors K. Diller, G. MaGee, J. Pak, R. Smith*  
*Assistant Professors H. Voss, M. Young*  
*Visiting Assistant Professor R. Jonker*  
*Missionary in Residence R. Perhai*

The purpose of the Biblical Studies, Christian Ministries, and Philosophy Department is to provide students with a solid understanding of the foundation of the Christian faith to enhance any vocation; to prepare for church, para-church, or cross-cultural ministry; or to prepare for graduate study. This preparation is two-fold: First, the department provides a significant portion of the “faith” side of the integration of faith and learning by teaching four foundational core courses required of the entire student body. These four courses (BIB 110 and 210, REL 313, and PHI 413) are sequenced with each successive course serving as the prerequisite for the next. As a whole, these foundational core courses are designed to equip students with enough theological and philosophical substance to be able to integrate biblical truth within their respective disciplines as well as think and live “Christianly” in our post-modern world. A.W. Tozer said, “*The history of mankind will probably show that no people has ever risen above its religion, and man’s spiritual history will positively demonstrate that no religion has ever been greater than its idea of God.*” Thus, the ultimate goal of the foundational core courses taught within this department is that the student know and love God with all his or her heart and mind (John 17:31; Luke 10:27) and become more Christ-like in thought, speech, and action (Romans 8:29).

Second, the department offers four majors—Biblical Literature, Christian Ministries, Philosophy, and Youth Ministry—to prepare students who will demonstrate competence in biblical, educational, and philosophical truth in preparation for graduate studies and lifelong servant/leadership roles in professional Christian ministries. In addition, eight minors are offered in Biblical Languages, Biblical Literature, Christian Ministries, Philosophy, Intercultural Studies/Missions, Applied Missions, Youth Ministry, and Ethics. These majors and minors are designed to complement other majors, and consequently, students are encouraged to consider adding a second major or a minor from the BSCP department to enhance their primary program of study.

Many students within the department choose to take advantage of Taylor’s affiliation with Jerusalem University College (JUC) and spend a semester studying in Jerusalem. Men and women anticipating seminary study should also select other electives in their undergraduate course of study that encompass the world of ideas, nature and human affairs. Other overseas academic trips are offered in January for Foundational Core credit. They include Israel (BIB 110 or 210 equivalencies), Greece and Italy (BIB 210 equivalency), and Turkey (REL 313 equivalency).

## Biblical Studies

The Biblical Studies program is designed for students who desire a robust intellectual understanding of the foundation of the Christian faith. In the process of the program, students study the biblical text and explore various approaches to understanding it. The goal is that the student understand the traditional view of the biblical text and why it has endured, and be able to evaluate alternative explanations critically.

Students who take Biblical Literature major anticipating graduate study and professional ministry should also take an introductory course in philosophy and logic and be able to read at least one theologically significant foreign language. The primary language is Greek, although Hebrew is also recommended. Students who plan to pursue seminary study should seek the counsel of the department faculty and consult with the appropriate denominational authorities to determine which graduate school(s) would best prepare them for their anticipated career. Early in their senior year, students should correspond with the school(s) to which they intend to apply.

## Biblical Literature (BA)

The Bachelor of Arts degree with a major in Biblical Literature includes 33 hours; two years of sequential study in one foreign language; and the writing, presenting, and defending of a scholarly paper in the senior year to meet the comprehensive exam requirement. Students are encouraged to fulfill their language requirement by studying two years of Greek or Hebrew. *All major courses must be completed with a grade of C- or better and are included in the major GPA.*

### Major Requirements

BIB 272	3	Inductive Study of the Bible
BIB 320	3	Pentateuch
BIB 341	3	The Gospels
BIB 462	3	Biblical Theology
BIB 493	3	Biblical Literature Capstone

Select one course from the following:

PHI 262	3	Contemporary Moral Issues
PHI 371	3	Principles of Ethics

### Electives

Select 2 hours of BIB\* electives.

Select 6 additional elective hours from BIB\*, CMI, PHI\*, REL\*, or YMI courses.

\*BIB 110, BIB 210, REL 313, and PHI 413 (and any course substitutions for these foundational core courses) do not fulfill elective requirements.

Major requires a minimum grade of C- in four of the Foundational Core’s Spiritual Foundation courses: BIB 110, BIB 210, REL 313, and PHI 413. These courses are not included in the major GPA nor total required credit hours for the major.

## Biblical Literature/Systems (BS)

The Bachelor of Science degree with a major in Biblical Literature/Systems includes 33 hours; curriculum requirements in systems analysis; and the writing, presenting, and defending of a scholarly paper in the senior year to meet the comprehensive exam requirement. *All major courses, including systems curriculum courses, must be completed with a grade of C- or better and are included in the major GPA.*

### Systems Curriculum Requirements

COS 120	4	Introduction to Computational Problem Solving
IAS 330	3	Human Relations in Organizations
MAT 151	4	Calculus I
SYS 101	3	Introduction to Systems
SYS 390	3	Information Systems Analysis
SYS 392	1	Systems Seminar
SYS 394	3	Information Systems Design
SYS 403	3	Operations Management

Select one course from the following:

COS 121	4	Foundations of Computer Science
COS 143	3	Interactive Webpage Design

Select one course from the following:

MAT 210	4	Introductory Statistics
MAT 352	4	Mathematical Statistics

Select one course from the following:

SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

Select one course from the following:

SYS 393	3-4	Practicum
BIB 393	3-4	Practicum

### Systems Electives

Select at least 3 hours of electives, in addition to those required in the major or systems:

MAT 382	3	Advanced Statistical Methods
MGT 201	3	Introduction to Business
SYS 214	3	Principles of Human Computer Interaction
SYS 310	3	E-Commerce
SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

\*Courses in both areas may count only once.

Major requires a minimum grade of C- in four of the Foundational Core's Spiritual Foundation courses: BIB 110, BIB 210, REL 313, and PHI 413. These courses are not included in the major GPA nor total required credit hours for the major.

## Biblical Literature Minor

A minor in Biblical Literature requires 15 hours of credit beyond the foundational core curriculum required courses of BIB 110, BIB 210, and REL 313. Courses in both areas may count only once. All minor courses must be completed with a grade of C- or better and are included in the minor GPA.

### Minor Requirements

Select six hours of Old Testament courses from:

BIB 272	3	Inductive Study of the Bible
BIB 320	3	Pentateuch
BIB 340	3	Hebrew Prophets
BIB 350	3	Poetic and Wisdom Literature
BIB 420	3	Apocalyptic Literature of the Bible
BIB 452	3	Old Testament Historical Literature
BIB 462	3	Biblical Theology
BIB 493	3	Biblical Literature Capstone

Select six hours of New Testament courses from:

BIB 272	3	Inductive Study of the Bible
BIB 330	3	Acts and the Early Church
BIB 331	3	Pauline Epistles
BIB 332	3	Hebrews and General Epistles
BIB 341	3	The Gospels
BIB 420	3	Apocalyptic Literature of the Bible
BIB 462	3	Biblical Theology
BIB 493	3	Biblical Literature Capstone

Select at least one additional 3-credit BIB, CMI, REL, or YMI course.

## Biblical Languages Minor

A minor in Biblical Languages consists of 23 credit hours. Primarily, these courses enable one to read and study the Bible in the original languages. Enrichment of historical concepts of communication, depth and breadth of Christian perspective and cultural appreciation of the biblical world are secondary concerns of biblical language studies. Two years study of Greek or Hebrew meets the language requirement for graduation and satisfies or exceeds language entrance requirements for most seminaries. All minor courses must be completed with a grade of C- or better and are included in the minor GPA.

### Minor Requirements

GRK 201	4	Elementary New Testament Greek I
GRK 202	4	Elementary New Testament Greek II
GRK 301	3	Greek Grammar and Syntax
HEB 211	3	Elementary Old Testament Hebrew I
HEB 212	3	Elementary Old Testament Hebrew II
HEB 311	3	Hebrew Syntax and Lexicography

Select one course from the following:

GRK 302	3	Exegesis of the Greek New Testament
HEB 312	3	Hebrew Exegesis

## Christian Ministries and Youth Ministry

The purpose of the Christian Ministries program of Taylor University is to provide a foundation for students who are pursuing careers in church, para-church ministry, or graduate school. In addition to the Christian Ministries major and Youth Ministry major, students often pursue one of the following interdisciplinary areas of concentration: youth ministry, children's ministry, ministry leadership, intercultural ministry, urban ministry, camping and recreational ministry, administrative ministry, or music ministry. The Christian Ministries program at Taylor University is characterized by a whole-person focus. Courses balance theory and practice as the biblical, theological, historical, philosophical, and educational foundations of ministry are explored. Spiritual formation in the context of a learning community is emphasized. Students learn collaborative thinking, planning, programming, and evaluation strategies while they are encouraged to identify and use their spiritual gifts in ministry. Students are encouraged to study in an off-campus program for at least one semester.

Students may apply for admission to the Christian Ministries and Youth Ministry program upon completion of CMI 100 and 262 and one semester of experience in a departmentally approved ministry. Students are considered for acceptance if they meet the following criteria: major GPA of 3.00; cumulative GPA of 2.50; at least one semester of experience in a departmentally approved ministry; and an interview with members of the Christian Ministries and Youth Ministry faculty.

The application process includes the following components: (1) complete a written application; (2) submit letters of recommendation from a pastor, ministry supervisor, and for residential students, a residence-life staff person [nonresidential students must provide an additional character reference]; and (3) participate in an interview with the Christian Ministries and Youth Ministry faculty.

### Christian Ministries (BA)

A Bachelor of Arts degree with a major in Christian Ministries includes 48-49 hours in the major; four semesters of a departmentally approved ministry; two years of sequential study in one foreign language; and the writing of a scholarly paper in the senior year to meet the comprehensive exam requirement. Students are encouraged to fulfill their language requirement by studying two years of Greek or Hebrew. Students may not double major with youth ministry. All major courses must be completed with a grade of C- or better and are included in the major GPA.

#### Major Requirements

BIB 272	3	Inductive Study of the Bible
BIB 462	3	Biblical Theology
CMI 100	3	Introduction to Christian Ministries
CMI 232	3	Historical and Theological Foundations for Christian Ministries
CMI 242	3	Psychological and Educational Foundations for Christian Ministries
CMI 262	3	Personal Foundations for Ministry
CMI 351	3	Teaching and Learning Strategies
CMI 352	3	Program and Curriculum Development
CMI 371	3	Leadership Development
CMI 393	3-4	Practicum
CMI 421	3	Philosophy and Strategies for Christian Ministries
CMI 493	3	Christian Ministries Senior Capstone
PSY 250	3	Life Span Development

Select one course from the following:

PHI 262	3	Contemporary Moral Issues
PHI 371	3	Principles of Ethics

#### Electives

Select two BIB\* 3-credit elective courses

\*BIB 110 and BIB 210 (and any course substitutions for these foundational core courses) do not fulfill elective requirements. Elective course must be at least 3 credits.

Major requires a minimum grade of C- in four of the Foundational Core's Spiritual Foundation courses: BIB 110, BIB 210, REL 313, and PHI 413. These courses are not included in the major GPA nor total required credit hours for the major.

### Christian Ministries/Systems (BS)

A Bachelor of Science degree with a major in Christian Ministries/Systems includes 48-49 hours in the major; curriculum requirements in systems analysis; four semesters of a departmentally approved ministry; and the writing of a scholarly paper in the senior year to meet the comprehensive exam requirement. Students may not double major with youth ministry. All major courses, including systems curriculum courses, must be completed with a grade of C- or better and are included in the major GPA.

#### Systems Curriculum Requirements

CMI 393	3-4	Practicum
COS 120	4	Introduction to Computational Problem Solving
IAS 330	3	Human Relations in Organizations
MAT 151	4	Calculus I
SYS 101	3	Introduction to Systems
SYS 390	3	Information Systems Analysis
SYS 392	1	Systems Seminar
SYS 394	3	Information Systems Design
SYS 403	3	Operations Management

Select one course from the following:

COS 121	4	Foundations of Computer Science
COS 143	3	Interactive Webpage Design

Select one course from the following:

MAT 210	4	Introductory Statistics
MAT 352	4	Mathematical Statistics

Select one course from the following:

SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

#### Systems Electives

Select at least 3 hours of electives, in addition to those required in the major or systems:

MAT 382	3	Advanced Statistical Methods
MGT 201	3	Introduction to Business
SYS 214	3	Principles of Human Computer Interaction
SYS 310	3	E-Commerce
SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

\*Courses in both areas may count only once.

Major requires a minimum grade of C- in four of the Foundational Core's Spiritual Foundation courses: BIB 110, BIB 210, REL 313, and PHI 413. These courses are not included in the major GPA nor total required credit hours for the major.

### Christian Ministries Minor

A minor in Christian Ministries requires at least 18 credit hours and two semesters of experience in departmentally approved ministry. All minor courses must be completed with a grade of C- or better and are included in the minor GPA.

#### Minor Requirements

BIB 272	3	Inductive Study of the Bible	CMI 351	3	Teaching and Learning Strategies
CMI 100	3	Introduction to Christian Ministries	CMI 352	3	Program and Curriculum Development
CMI 262	3	Personal Foundations for Ministry	CMI 371	3	Leadership Development

## Youth Ministry (BA)

A Bachelor of Arts degree with a major in Youth Ministry includes 54 hours in the major; four semesters of a departmentally approved ministry; two years of sequential study in one foreign language; and the writing of a scholarly paper in the senior year to meet the comprehensive exam requirement. Students are encouraged to fulfill their language requirement by studying two years of Greek or Hebrew. *Students may not double major nor minor with Christian ministries. All major courses must be completed with a grade of C- or better and are included in the major GPA.*

### Major Requirements

BIB 272	3	Inductive Study of the Bible
BIB 462	3	Biblical Theology
CMI 100	3	Introduction to Christian Ministries
CMI 262	3	Personal Foundations for Ministry
CMI 351	3	Teaching and Learning Strategies
CMI 352	3	Program and Curriculum Development
CMI 371	3	Leadership Development
CMI 493	3	Christian Ministries Senior Capstone
PSY 340	3	Adolescent Psychology
YMI 221	3	Ministry to Youth
YMI 315	3	Youth Culture and Issues
YMI 325	3	Discipleship and Evangelism in Youth Ministry
YMI 393	3	Practicum
YMI 421	3	Philosophy and Strategies for Youth Ministry

Select one course from the following:

CMI 232	3	Historical and Theological Foundations for Christian Ministries
CMI 370	3	Selected Topics (approved by advisor)

Select one course from the following:

PHI 262	3	Contemporary Moral Issues
PHI 371	3	Principles of Ethics

### Electives

Select two BIB\* 3-credit elective courses

*\*BIB 110 and BIB 210 (and any course substitutions for these foundational core courses) do not fulfill elective requirements. Elective course must be at least 3 credits.*

*Major requires a minimum grade of C- in four of the Foundational Core's Spiritual Foundation courses: BIB 110, BIB 210, REL 313, and PHI 413. These courses are not included in the major GPA nor total required credit hours for the major.*

## Youth Ministry/Systems (BS)

A Bachelor of Science degree with a major in Youth Ministries/Systems includes 54 hours in the major; curriculum requirements in systems analysis; four semesters of a departmentally approved ministry; and the writing of a scholarly paper in the senior year to meet the comprehensive exam requirement. *Students may not double major with Christian ministries. All major courses, including systems curriculum courses, must be completed with a grade of C- or better and are included in the major GPA.*

### Systems Curriculum Requirements

COS 120	4	Introduction to Computational Problem Solving
IAS 330	3	Human Relations in Organizations
MAT 151	4	Calculus I
SYS 101	3	Introduction to Systems
SYS 390	3	Information Systems Analysis
SYS 392	1	Systems Seminar
SYS 394	3	Information Systems Design
SYS 403	3	Operations Management
YMI 393	3-4	Practicum

Select one course from the following:

COS 121	4	Foundations of Computer Science
COS 143	3	Interactive Webpage Design

Select one course from the following:

MAT 210	4	Introductory Statistics
MAT 352	4	Mathematical Statistics

Select one course from the following:

SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

### Systems Electives

Select at least 3 hours of electives, in addition to those required in the major or systems:

MAT 382	3	Advanced Statistical Methods
MGT 201	3	Introduction to Business
SYS 214	3	Principles of Human Computer Interaction
SYS 310	3	E-Commerce
SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

*\*Courses in both areas may count only once.*

*Major requires a minimum grade of C- in four of the Foundational Core's Spiritual Foundation courses: BIB 110, BIB 210, REL 313, and PHI 413. These courses are not included in the major GPA nor total required credit hours for the major.*

## Youth Ministry Minor

The minor in Youth Ministry is an academic program for students from various baccalaureate majors interested in developing their skills in ministering to youth. This program also provides Christian ministries majors with an optional area of specialization in youth ministry. The minor in Youth Ministry helps prepare graduates for ministries such as InterVarsity, Campus Crusade, Young Life, and Youth for Christ.

In addition, the minor may be earned in combination with any major as an ideal way for students to integrate career and ministry goals. Students majoring in Biblical Literature, Christian Ministries or Philosophy who plan to work with youth may strengthen their credentials by adding the minor. The student must complete 17-19 credit hours. All minor courses must be completed with a grade of C- or better and are included in the minor GPA.

### Minor Requirements

BIB 272	3	Inductive Study of the Bible
CMI 100	3	Introduction to Christian Ministries
YMI 221	3	Ministry to Youth
YMI 315	3	Youth Culture and Issues
YMI 325	3	Discipleship and Evangelism in Youth Ministry
YMI 393	2-4	Practicum

### ***Intercultural Studies/Missions Minor***

A minor in Intercultural Studies/Missions requires the completion of 20 credit hours and prepares students for effective and empowering cross-cultural ministry, global service, or missions mobilization. All minor courses must be completed with a grade of C- or better and are included in the minor GPA.

#### **Minor Requirements**

BIB 330	3	Acts and the Early Church
REL 311	3	Foundations of Christian World Mission
REL 391	3	Preparation and Strategy for Christian World Mission
REL 432	2	World Mission Area Studies
SOC 200	3	Cultural Anthropology

Select one course from the following:

PHI 322	3	World Religions: Western Tradition
PHI 323	3	World Religions: Eastern Tradition

In addition, the student must complete a cross-cultural experience that may or may not be for credit. Suggestions include involvement in Taylor World Outreach/Lighthouse, other Taylor service-learning trips, a semester abroad, the HEART institute, or the REL 393 practicum. Approval is to be secured in advance from the department through the missions program director.

The final course must be approved by the program director and must enhance the purpose for selecting the minor program. Previous course selections have included offerings in Christian ministries, biblical literature, philosophy, communication studies, digital media, environmental science, sustainable development, public health, sociology, psychology, TESOL, business, and regional studies.

### ***Applied Missions Minor (Ireland)***

The Irish Applied Missions minor is administered in Galway, Ireland at *An Tobar Nua*, in conjunction with the Irish Studies Program and requires the approval of the department chair and the director of the Irish Studies Program. The program requires the completion of 18 hours. All minor courses must be completed with a grade of C- or better and are included in the minor GPA.

#### **Minor Requirements**

##### Courses taken at Taylor:

ISP 310	1	Preparation for Cross Cultural Study
REL 311	3	Foundations of Christian World Mission

##### Courses taken at *An Tobar Nua*, Galway, Ireland:

REL 391	3	Preparation and Strategy for Christian World Mission
REL 432	2	World Mission Area Studies
ISP 320	2	Living Cross-Culturally
ISP 350	3	History and Culture of Ireland
___ 393	4	Practicum ( <i>in missions or field of choice</i> )

Students who took ISP 225 or 325 as part of the Ireland Studies Program do not need to take ISP 350 in Galway.

### ***Certificate in Missions***

The BSCP department awards a Certificate in Missions to students in any baccalaureate major program. Students are required to complete 14 hours. Students desiring to work for the Missions Certificate must complete an application, which is available through the program director or the BSCP program assistant. The student will be responsible for demonstrating his or her completion of the certificate requirements by submitting a completed application along with a copy of his or her transcript to the program director no less than 30 days prior to graduation. Work in progress will be accepted. This certificate is awarded by the department and does not include a transcript entry.

#### **Certificate Requirements**

BIB 330	3	Acts and the Early Church
REL 311	3	Foundations of Christian World Mission
REL 391	3	Preparation and Strategy for Christian World Mission
REL 432	2	World Mission Area Studies

Select one course from the following:

PHI 322	3	World Religions: Western Tradition
PHI 323	3	World Religions: Eastern Tradition

In addition, the student must complete a cross-cultural experience that may or may not be for credit. Suggestions include involvement in Taylor World Outreach/Lighthouse, other Taylor service-learning trips, a semester abroad, the HEART Institute, or the REL 393 practicum. Approval is to be secured in advance from the department through the program director.

## Philosophy

The purpose of a major in Philosophy is to provide students with a basic understanding in the main areas of philosophical inquiry, thereby furthering their skills in reasoning, oral and written expression, and the formulation of an informed Christian world view.

### Philosophy (BA)

The Bachelor of Arts degree with a major in Philosophy requires two years of one foreign language; 30-31 hours in the major; and the writing of a scholarly paper in the senior year that meets the comprehensive exam requirement. *All major courses must be completed with a grade of C- or better and are included in the major GPA.*

#### Major Requirements

PHI 191†	1	Faith and Philosophy
PHI 201	3	Logic
PHI 202	3	History of Philosophy I
PHI 203	3	History of Philosophy II
PHI 413	3	Contemporary Christian Belief

Select one course from the following:

PHI 425	3	Philosophical and Theological Methods
PHI 452	3	Philosophy of Religion

†PHI 191 must be taken no later than the year the first upper division philosophy course is taken. PHI 110 may be taken to satisfy this requirement and count as 3 elective credits.

Select 15 hours from:

CAC 326	2	Communication Ethics and Aesthetics
PHI 110†	3	Introduction to Philosophy
PHI 262	3	Contemporary Moral Issues
PHI 311	3	Medical Ethics
PHI 322	3	World Religions: Western Tradition
PHI 323	3	World Religions: Eastern Tradition
PHI 342	3	Aesthetics
PHI 355	3	Metaphysics
PHI 371	3	Principles of Ethics
PHI 382*	1	Ethics Bowl
PHI 420	3	Continental Philosophy
PHI 432	3	Epistemology
PHI 445	3	Philosophy of Mind
POS 361	3	Western Political Thought

\*Up to 3 credit hours of PHI 382 may be counted.

### Philosophy/Systems (BS)

A Bachelor of Science degree with a major in Philosophy/Systems requires the 30-31-hour philosophy major requirements; curriculum requirements in systems analysis; and the writing of a scholarly paper in the senior year to meet the comprehensive exam requirement. *All major courses, including systems curriculum courses, must be completed with a grade of C- or better and are included in the major GPA.*

#### Systems Curriculum Requirements

COS 120	4	Introduction to Computational Problem Solving
IAS 330	3	Human Relations in Organizations
MAT 151	4	Calculus I
SYS 101	3	Introduction to Systems
SYS 390	3	Information Systems Analysis
SYS 392	1	Systems Seminar
SYS 394	3	Information Systems Design
SYS 403	3	Operations Management

Select one course from the following:

COS 121	4	Foundations of Computer Science
COS 143	3	Interactive Webpage Design

Select one course from the following:

MAT 210	4	Introductory Statistics
MAT 352	4	Mathematical Statistics

Select one course from the following:

SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

Select one course from the following:

SYS 393	3-4	Practicum
PHI 393	3-4	Practicum

#### Systems Electives

Select at least 3 hours of electives, in addition to those required in the major or systems:

MAT 382	3	Advanced Statistical Methods
MGT 201	3	Introduction to Business
SYS 214	3	Principles of Human Computer Interaction
SYS 310	3	E-Commerce
SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

\*Courses in both areas may count only once.

### Philosophy Minor

A minor in Philosophy requires the completion of 16 hours.

#### Minor Requirements

PHI 201	3	Logic
PHI 413	3	Contemporary Christian Belief

Select one course from the following:

PHI 202	3	History of Philosophy I
PHI 203	3	History of Philosophy II

Select 7 hours of PHI electives. POS 361 and 362 may also count as electives for the minor.

### Ethics Minor

A minor in Ethics requires the completion of 18 hours. All minor courses must be completed with a grade of C- or better and are included in the minor GPA.

#### Minor Requirements

PHI 371	3	Principles of Ethics
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Select 15 credit hours from the following:

BIO 410	3	Bioethics
COS 311	3	Ethics in Computer Science
ENS 383	4	Environmental Ethics
MGT 311	3	Business Law
MGT 442	3	Business Ethics
PHI 262	3	Contemporary Moral Issues
PHI 311	3	Medical Ethics
PHI 382*	1	Ethics Bowl
PSY 210	2	Ethics in Psychology
SOC 210	3	Contemporary Social Issues

\*Up to 3 credit hours of PHI 382 may be counted.

## Biblical Literature Courses

### **BIB 103 4 hours**

#### **Introduction to Holy Land Studies**

A study of the biblical background and contemporary significance of Israel. *Taught in Israel during January, this travel-study course may count for either BIB 110 or a departmental elective. Offered January interterm—when available.*

### **BIB 110 3 hours**

#### **Biblical Literature I**

A course that has as its primary content the Old Testament, with special attention given to the law, the prophets and the history of Israel. BIB 310 is designed primarily for transfer students and has additional requirements. *Meets foundational core requirement.*

### **BIB 170 1-4 hours**

#### **Selected Topics**

A course offered on a subject of interest but not listed as a regular course offering.

### **BIB 203 3 hours**

#### **In the Footsteps of Paul**

A study of the biblical background and contemporary significance of cities Paul visited and wrote to in Greece and Turkey or Greece and Italy. *Taught during January, this travel-study course may count for BIB 210 or a departmental elective. Offered January interterm.*

### **BIB 204 4 hours**

#### **Introduction to Holy Land Studies**

A study of the biblical background and contemporary significance of Israel and Jesus Christ. *Taught in Israel during January, this travel-study course may count for either BIB 210 or a departmental elective. Offered January interterm—when available.*

### **BIB 210 3 hours**

#### **Biblical Literature II**

A course that includes a foundation in New Testament study with focus on Jesus Christ as portrayed in the Gospels and Epistles. Also included is a series of explorations into the relevancy of Christ to modern life. *Meets foundational core requirement. Prerequisite: BIB 110/310.*

### **BIB 270 1-4 hours**

#### **Selected Topics**

A course offered on a subject of interest but not listed as a regular course offering.

### **BIB 272 3 hours**

#### **Inductive Study of the Bible**

Specific methods are taught to enable students to understand the propositions of the biblical text, relate those propositions to one another, and ask questions of the text in order to discover what the biblical writers meant to convey through their writings. This course incorporates the departmental computer competency requirements for biblical literature and Christian education majors. *Prerequisites: BIB 110/310 and 210.*

### **BIB 310 3 hours**

#### **Biblical Literature I**

See BIB 110. *Primarily for transfer students and has additional requirements. Meets foundational core requirement. Available upon request and with permission of the instructor.*

### **BIB 320 3 hours**

#### **Pentateuch**

Emphasizes the historical narrative and the content of the Law of God. Special attention is given to the Genesis account of the origin of the cosmos, man, sin and salvation. The authorship of the Pentateuch is considered. *Prerequisite: BIB 110/310. Offered spring semester.*

### **BIB 330 3 hours**

#### **Acts and the Early Church**

A historical study with particular attention given to the missionary expansion of the early Church, the work of the Holy Spirit and the place of the Church in the world. *Prerequisite: BIB 210. Offered spring semester.*

### **BIB 331 3 hours**

#### **Pauline Epistles**

Attention is given to the life, ministry and writings of Paul. The doctrinal, pastoral and personal epistles of Paul are studied with reference to their geographical and historical settings, the organization of the Apostolic Church and the development of Christian doctrine. Careful exegesis is made of selected portions of each epistle. *Prerequisite: BIB 210. Offered fall semester.*

### **BIB 332 3 hours**

#### **Hebrews and General Epistles**

A study of the non-Pauline epistles with attention to their authorship, historical place in the canon and doctrinal uniqueness. The contents of each book are analyzed, and problem texts are treated. *Prerequisite: BIB 210. Offered spring semester of odd years.*

### **BIB 340 3 hours**

#### **Hebrew Prophets**

Selected major and minor prophetic works of the Old Testament are considered, with special emphasis given to the historical background, Messianic message and content, together with specific theological concepts and teachings that are pertinent to modern times. *Prerequisite: BIB 110/310. Offered fall semester.*

### **BIB 341 3 hours**

#### **The Gospels**

Stresses the life and teaching of Jesus as set forth in the Synoptic Gospels and John. Attention is given to the literary and theological characteristics of each individual gospel and to the development of gospel criticism. The primary focus, however, is on the words and works of Jesus Christ and their significance for Christians today. *Prerequisite: BIB 210. Offered fall semester.*

### **BIB 350 3 hours**

#### **Poetic and Wisdom Literature**

Hebrew poetry and wisdom as presented in the books of Job, Psalms, Proverbs, Ecclesiastes, Lamentations and the Song of Solomon. *Prerequisite: BIB 110/310. Offered fall semester.*

### **BIB 360 1-4 hours**

#### **Independent Study**

An individualized, directed study involving a specified topic.

### **BIB 370 1-4 hours**

#### **Selected Topics**

A course offered on a subject of interest but not listed as a regular course offering.

### **BIB 393 3-4 hours**

#### **Practicum**

Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. *Offered primarily during summer.*

### **BIB 420 3 hours**

#### **Apocalyptic Literature of the Bible**

Examines the historical and theological dimensions of Old Testament, New Testament, and second Temple period apocalypticism. Special attention is given to apocalyptic thought in Daniel, the gospels, and Revelation. *Prerequisite: BIB 210. Offered spring semester of even years.*

### **BIB 450 1-4 hours**

#### **Directed Research**

Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.

### **BIB 452 3 hours**

#### **Old Testament Historical Literature**

Selected historical books in the Old Testament are considered, with particular emphasis given to the authorship, historical theory, and theological content of these books. *Prerequisite: BIB 110/310. Offered spring semester of odd years.*

### **BIB 462 3 hours**

#### **Biblical Theology**

A study of the Bible and its central message and meaning. The Bible is viewed as recording a special kind of history revealing God's will and purpose and giving essential meaning to all human life and destiny. This course is normally taken during the senior year. *Prerequisite: BIB 272.*

### **BIB 480 3 hours**

#### **Seminar**

A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.

### **BIB 493 3 hours**

#### **Biblical Literature Capstone**

Designed as a culminating experience for all Biblical Literature majors wherein students focus on key exegetical, historical, and theological issues crucial to a proper understanding of the biblical literature. *The completion of the course paper and its presentation to peers meets university requirements for senior comprehensive exams for Biblical Literature majors. Prerequisites: BIB 272, 320 and 341. Offered fall and spring semesters.*

### **BIB 490 1-2 hours**

#### **Honors**

Individualized study or research of an advanced topic within a student's major. *Open to students with at least a 3.00 GPA in the major field.*

## Christian Ministries Courses

### **CMI 100 3 hours**

#### **Introduction to Christian Ministries**

A course that focuses on the purpose and scope of Christian ministries and the types of ministries available to majors. *Prerequisite for all other CMI courses except CMI 312 and 322.*

### **CMI 170 1-4 hours**

#### **Selected Topics**

A course offered on a subject of interest but not listed as a regular course offering.

### **CMI 232 3 hours**

#### **Historical and Theological Foundations for Christian Ministries**

A course focusing on the biblical, theological, historical, and philosophical foundations for Christian ministry. *Prerequisite: CMI 100. Offered fall semester.*

### **CMI 242 3 hours**

#### **Psychological and Educational Foundations for Christian Ministries**

A course focusing on theories of human development and learning, as well as educational theory. Applications for ministry settings are explored. *Prerequisite: CMI 100. Offered spring semester.*

### **CMI 262 3 hours**

#### **Personal Foundations for Ministry**

Students' capacity for ministry is enhanced in this course by facilitating personal growth and development. Emphasis is given to the ways theological truths address life issues. *Prerequisite: CMI 100.*

### **CMI 270 1-4 hours**

#### **Selected Topics**

A course offered on a subject of interest but not listed as a regular course offering.

### **CMI 312 2 hours**

#### **Evangelism in Youth Ministry**

An intensive study of the various theories and approaches used to prepare junior high and senior high youth to become Christians. *Offered spring semester.*

### **CMI 322 2 hours**

#### **Discipleship in Youth Ministry**

An intensive study of the theories and approaches used to help junior high and senior high youth to grow and develop in their faith. *Offered spring semester.*

### **CMI 351 3 hours**

#### **Teaching and Learning Strategies**

A practical course designed to help the student teach the Bible more effectively by the use of educational strategies. A teaching lab and supervision are included, and competency in the use of instructional media is required. *Prerequisites: CMI 100 and BIB 272. Offered fall semester.*

### **CMI 352 3 hours**

#### **Program and Curriculum Development**

A course that focuses on the development of educational programs within church and parachurch ministries. Emphasis is on published curricula and the development of curricular writing skills. *Prerequisite: CMI 351. Offered spring semester.*

### **CMI 360 1-4 hours**

#### **Independent Study**

An individualized, directed study involving a specified topic.

### **CMI 370 1-4 hours**

#### **Selected Topics**

A course offered on a subject of interest but not listed as a regular course offering.

### **CMI 371 3 hours**

#### **Leadership Development**

A course designed to facilitate the development of students' skills in leadership, organization and management related to specific ministry situations. *Prerequisite: CMI 100. Offered fall semester.*

### **CMI 393 2-4 hours**

#### **Practicum**

Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. *Offered summer semester. Prerequisite: senior status or permission of instructor.*

### **CMI 421 3 hours**

#### **Philosophy and Strategies for Christian Ministries**

A research course designed to help students articulate their philosophies of ministry within a particular age group or ministry context. Attention is given to critical areas of need within Christian ministry. *This course meets university requirements for senior comprehensive exams for Christian ministry majors. Graduating CEM majors only. Offered spring semester.*

### **CMI 450 1-4 hours**

#### **Directed Research**

Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.

### **CMI 480 1-4 hours**

#### **Seminar**

A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion. *Prerequisite: major GPA of at least 3.00.*

### **CMI 490 1-2 hours**

#### **Honors**

Individualized study or research of an advanced topic within a student's major. *Open to students with at least a 3.00 GPA in the major field.*

### **CMI 492 5-8 hours**

#### **Christian Ministries Internship**

A practical, semester-long, supervised ministry experience in Cuenca, Ecuador. *Permission required from CMI program advisor and CMI Ecuador program liaison.*

### **CMI 493 3 hours**

#### **Christian Ministries Senior Capstone**

This integrative course exposes students to models of ministry and vocational direction through research and participative observation and experiences. This course introduces the method for the final philosophy of ministry comprehensive paper. A substantive exposure trip is part of the course structure. *Offered January interterm.*



## Greek and Hebrew Courses

<sup>i</sup>Greek or Hebrew may be used to fulfill Taylor University's foreign language requirements.

<b>GRK 170</b> <b>Selected Topics</b> A course offered on a subject of interest but not listed as a regular course offering.	<b>1-4 hours</b>
<b>GRK 201<sup>†</sup></b> <b>Elementary New Testament Greek I</b> A study of the fundamental principles of New Testament (Koine) Greek grammar. Emphasis is placed on the mastery of forms, memorization of vocabulary, and translation of sentences from Greek to English. <i>Offered fall semester.</i>	<b>4 hours</b>
<b>GRK 202<sup>†</sup></b> <b>Elementary New Testament Greek II</b> A continuation of the study of the fundamental principles of New Testament (Koine) Greek grammar. John's First Epistle is translated during the last half of the semester. <i>Prerequisite: GRK 201. Offered spring semester.</i>	<b>4 hours</b>
<b>GRK 270</b> <b>Selected Topics</b> A course offered on a subject of interest but not listed as a regular course offering.	<b>1-4 hours</b>
<b>GRK 301<sup>†</sup></b> <b>Greek Grammar and Syntax</b> An intermediate Koine Greek grammar course that places special emphasis on the more exegetically significant details of Greek grammar and syntax by reading and analyzing selected portions of the Greek New Testament. <i>Prerequisite: GRK 202. Offered fall semester.</i>	<b>3 hours</b>
<b>GRK 302<sup>†</sup></b> <b>Exegesis of the Greek New Testament</b> An introduction to the procedure and practice of Greek exegesis. Emphasis is placed on the "how-to's" of doing textual criticism, word studies, outlining the argument of a passage, validating exegetical decisions, and the proper use of exegetical tools. <i>Prerequisite: GRK 301. Offered spring semester.</i>	<b>3 hours</b>
<b>GRK 360</b> <b>Independent Study</b> An individualized, directed study involving a specified topic.	<b>1-4 hours</b>
<b>GRK 370</b> <b>Selected Topics</b> A course offered on a subject of interest but not listed as a regular course offering.	<b>1-4 hours</b>
<b>GRK 393</b> <b>Practicum</b> Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. <i>Offered primarily during summer.</i>	<b>1-4 hours</b>
<b>GRK 401</b> <b>Advanced Exegesis of the Greek New Testament</b> An extension of skills developed in GRK 301 and 302. <i>Offered by arrangement with the instructor.</i>	<b>3 hours</b>
<b>GRK 450</b> <b>Directed Research</b> Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.	<b>1-4 hours</b>
<b>GRK 480</b> <b>Seminar</b> A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.	<b>1-4 hours</b>
<b>GRK 490</b> <b>Honors</b> Individualized study or research of an advanced topic within a student's major. <i>Open to students with at least a 3.00 GPA in the major field.</i>	<b>1-2 hours</b>

<b>HEB 170</b> <b>Selected Topics</b> A course offered on a subject of interest but not listed as a regular course offering.	<b>1-4 hours</b>
<b>HEB 211<sup>†</sup></b> <b>Elementary Old Testament Hebrew I</b> A study of the fundamental principles of Old Testament Hebrew. Emphasis is placed on the mastery of forms and memorization of vocabulary skills, with a focus on the basic forms of the verb (sometimes called "Qal" stem). <i>Offered fall semester of odd years.</i>	<b>3 hours</b>
<b>HEB 212<sup>†</sup></b> <b>Elementary Old Testament Hebrew II</b> A continuation of the study of basic Old Testament Hebrew grammar and vocabulary with an emphasis on solidifying Hebrew reading skills and a focus on the more complex forms of the verb (sometimes called "derived" stems). <i>Prerequisite: HEB 211. Offered spring semester of even years.</i>	<b>3 hours</b>
<b>HEB 270</b> <b>Selected Topics</b> A course offered on a subject of interest but not listed as a regular course offering.	<b>1-4 hours</b>
<b>HEB 311<sup>†</sup></b> <b>Hebrew Syntax and Lexicography</b> Introduction to principles and practice of Hebrew syntactical analysis and lexicography, along with development of reading skills and additional Hebrew vocabulary. <i>Prerequisite: HEB 212. Offered fall semester of even years.</i>	<b>3 hours</b>
<b>HEB 312<sup>†</sup></b> <b>Hebrew Exegesis</b> An introduction to the principles and practice of exegesis and textual criticism of the Hebrew Bible with an emphasis on developing vocabulary skills. <i>Prerequisite: HEB 311. Offered spring semester of odd years.</i>	<b>3 hours</b>
<b>HEB 360</b> <b>Independent Study</b> An individualized, directed study involving a specified topic.	<b>1-4 hours</b>
<b>HEB 370</b> <b>Selected Topics</b> A course offered on a subject of interest but not listed as a regular course offering.	<b>1-4 hours</b>
<b>HEB 393</b> <b>Practicum</b> Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. <i>Offered primarily during summer.</i>	<b>1-4 hours</b>
<b>HEB 450</b> <b>Directed Research</b> Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.	<b>1-4 hours</b>
<b>HEB 480</b> <b>Seminar</b> A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.	<b>1-4 hours</b>
<b>HEB 490</b> <b>Honors</b> Individualized study or research of an advanced topic within a student's major. <i>Open to students with at least a 3.00 GPA in the major field.</i>	<b>1-2 hours</b>

## Philosophy Courses

<b>PHI 110</b> <b>Introduction to Philosophy</b> A survey of important issues and traditions in philosophy. <i>Offered spring semester.</i>	<b>3 hours</b>
<b>PHI 170</b> <b>Selected Topics</b> A course offered on a subject of interest but not listed as a regular course offering.	<b>1-4 hours</b>
<b>PHI 191</b> <b>Faith and Philosophy</b> An examination of issues related to the integration of Christian faith and philosophy. <i>Must be completed by philosophy majors no later than the year of their first upper division philosophy courses.</i>	<b>1 hour</b>
<b>PHI 201</b> <b>Logic</b> A study of classical and contemporary formulations of the principles of human thought. Proper deductive and inductive logic is contrasted with fallacies. Categorical logic, truth functional logic, and quantificational logic are examined. <i>Offered fall semester.</i>	<b>3 hours</b>
<b>PHI 202</b> <b>History of Philosophy I</b> A survey of philosophical thought from the early pre-Socratic Greeks to the modern period. <i>Offered fall semester.</i>	<b>3 hours</b>
<b>PHI 203</b> <b>History of Philosophy II</b> A survey of philosophical thought from the modern period to contemporary movements such as linguistic analysis and phenomenology. <i>Offered spring semester.</i>	<b>3 hours</b>
<b>PHI 262</b> <b>Contemporary Moral Issues</b> A systematic analysis of pressing issues such as sexual morality, divorce, abortion, homosexuality, euthanasia, and war and peace. <i>Offered spring semester.</i>	<b>3 hours</b>
<b>PHI 270</b> <b>Selected Topics</b> A course offered on a subject of interest but not listed as a regular course offering.	<b>1-4 hours</b>
<b>PHI 311</b> <b>Medical Ethics</b> An examination of ethical issues in medicine and healthcare with an emphasis on learning to develop and communicate Christian ethical positions in a pluralistic world. Issues discussed will include respect for patients, the moral status of embryos and fetuses, terminal care and euthanasia, and justice in healthcare.	<b>3 hours</b>
<b>PHI 322</b> <b>World Religions: Western Tradition</b> A study of Judaism, Islam, Zoroastrianism, and related religious movements. <i>Offered fall semester.</i>	<b>3 hours</b>
<b>PHI 323</b> <b>World Religions: Eastern Tradition</b> A study of Hinduism, Buddhism, Sikhism, Shinto, and Chinese religions. <i>Offered spring semester.</i>	<b>3 hours</b>
<b>PHI 342</b> <b>Aesthetics</b> A study of classical and contemporary theories about the nature of art, the artistic process, the psychology of aesthetic experience, and standards for good art. <i>Prerequisite: one other course in philosophy or consent of the instructor.</i>	<b>3 hours</b>
<b>PHI 355</b> <b>Metaphysics</b> A study of such issues as the nature of existence, identity, essences, causality, freedom, and space and time. <i>Prerequisite: One other course in philosophy or consent of the instructor. Offered fall semester of odd years.</i>	<b>3 hours</b>
<b>PHI 360</b> <b>Independent Study</b> An individualized, directed study involving a specified topic.	<b>1-4 hours</b>

<b>PHI 370</b> <b>Selected Topics</b> A course offered on a subject of interest but not listed as a regular course offering.	<b>1-4 hours</b>
<b>PHI 371</b> <b>Principles of Ethics</b> A survey of the theoretical foundations of ethics, such as the distinction between absolutist and relativistic views, the nature of justice, and the need for rules. Readings from classical and modern authors are included. <i>Offered fall semester of odd years.</i>	<b>3 hours</b>
<b>PHI 382</b> <b>Ethics Bowl</b> An intensive study of practical moral issues, culminating in regional and national competitions involving Ethics Bowl teams from other colleges. <i>May be repeated twice for credit. Prerequisite: consent of the instructor.</i>	<b>1 hour</b>
<b>PHI 393</b> <b>Practicum</b> Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. <i>Offered primarily during summer.</i>	<b>1-4 hours</b>
<b>PHI 413</b> <b>Contemporary Christian Belief</b> The integration of Christian thought with contemporary ideas and an introduction to Christian apologetics. <i>Meets foundational core requirement and is required of all students. Prerequisite: REL 313.</i>	<b>3 hours</b>
<b>PHI 420</b> <b>Continental Philosophy</b> A seminar giving detailed attention to influential works in continental philosophy, from its roots in Kant down to the present. <i>Prerequisite: PHI 203.</i>	<b>3 hours</b>
<b>PHI 425</b> <b>Philosophical and Theological Methods</b> An interdisciplinary examination of both the history and current movements within philosophical and theological methodology. <i>Offered spring semester of every other year (alternates with PHI 452).</i>	<b>3 hours</b>
<b>PHI 432</b> <b>Epistemology</b> Contemporary theories on the nature and limits of knowledge and the justification of beliefs. <i>Prerequisite: PHI 202 or 203. Offered fall semester of even years.</i>	<b>3 hours</b>
<b>PHI 445</b> <b>Philosophy of Mind</b> A study of philosophical theories of consciousness, perception, and intelligence, with special attention on contemporary research. <i>Prerequisite: One other course in philosophy or consent of the instructor.</i>	<b>3 hours</b>
<b>PHI 450</b> <b>Directed Research</b> Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.	<b>1-4 hours</b>
<b>PHI 452</b> <b>Philosophy of Religion</b> A study of the major issues in the philosophy of religion, including religious experience, theism, religious language, and the problem of evil. <i>Prerequisite: PHI 202 or 203. Offered spring semester of every other year (alternates with PHI 425).</i>	<b>3 hours</b>
<b>PHI 480</b> <b>Seminar</b> A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion. <i>Prerequisite: major GPA of at least 3.00.</i>	<b>1-4 hours</b>
<b>PHI 490</b> <b>Honors</b> Individualized study or research of an advanced topic within a student's major. <i>Open to students with at least a 3.00 GPA in the major field.</i>	<b>1-2 hours</b>

## Religion Courses

**REL 170** 1-4 hours  
**Selected Topics**  
A course offered on a subject of interest but not listed as a regular course offering.

**REL 270** 1-4 hours  
**Selected Topics**  
A course offered on a subject of interest but not listed as a regular course offering.

**REL 303** 3 hours  
**Revelation, the Seven Cities, and the Seven Councils**  
A survey of Christian belief with special emphasis on Revelation and the seven church councils. *January interterm course involving two weeks study on campus and two weeks on site in Turkey. Meets REL 313 foundational core requirement. Prerequisites: BIB 110/310 and 210.*

**REL 311** 3 hours  
**Foundations of Christian World Mission**  
A study of the biblical, theological, and historical foundations of Christian mission strategy. *Offered fall semester.*

**REL 313** 3 hours  
**Historic Christian Belief**  
A survey of Christian belief as developed during the history of the Church. *May not be counted toward BIB, CMI, or PHI majors or minors. Meets foundational core requirement and is required of all students. Prerequisites: BIB 110/310, 210/203, and junior or senior status.*

**REL 350** 3 hours  
**Global Theology**  
Global theology investigates international contemporary Christian understandings of God through the rubric of systematic theology. A seminal dimension of Christian global engagement, global theology seeks to understand how international Christians express their faith against the backgrounds of their respective histories and in the context of their current social, political, and religious contexts. The course pays special attention to dialogue between international Christians and believers of neighboring faiths, who often constitute the majority in various global contexts. A goal of the course is to increase awareness that western Christianity has much to gain through partnership with Christians from the majority world.

**REL 360** 1-4 hours  
**Independent Study**  
An individualized, directed study involving a specified topic.

**REL 370** 1-4 hours  
**Selected Topics**  
A course offered on a subject of interest but not listed as a regular course offering.

**REL 391** 3 hours  
**Preparation and Strategy for Christian World Mission**  
An introduction to the essentials of missionary life and global service. Current global and mission trends and holistic outreach strategies are explored. Attention is given to knowledge, skills, and attitudes essential for adaptation and intercultural relationships. *Offered spring semester or as part of the Applied Missions Minor.*

**REL 393** 1-4 hours  
**Practicum**  
Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. *Offered primarily during summer.*

**REL 410** 3 hours  
**Theology of Worship**  
A theological Biblical and historical study of Christian worship from a classical as well as contemporary perspective. This course examines the pattern, purpose and essential and non-essential features of worship found in the Bible and in church history with the goal of formulating one's own theology and practice of Biblical worship. *Open to Music, Biblical Studies, and Philosophy majors. Prerequisite: REL 313. Offered spring semester of even years.*

**REL 432** 2 hours  
**World Missions Area Studies**  
A research seminar designed for students to explore global opportunities in a region of the world that interests them. The religion, history, economics, culture, government, language, and geography of an area and outreach strategies appropriate to the region are considered. *Prerequisite: REL 311 or REL 391 or SOC 200 or junior status. Offered spring semester or as part of the Applied Missions Minor.*

**REL 450** 1-4 hours  
**Directed Research**  
Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.

**REL 480** 1-4 hours  
**Seminar**  
A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.

**REL 490** 1-2 hours  
**Honors**  
Individualized study or research of an advanced topic within a student's major. *Open to students with at least a 3.00 GPA in the major field.*

## Youth Ministry Courses

**YMI 170** 1-4 hours  
**Selected Topics**  
A course offered on a subject of interest but not listed as a regular course offering.

**YMI 221** 3 hours  
**Ministry to Youth**  
A general study of the various programs used to meet the needs of junior high and senior high youth through church and parachurch ministries. *Offered spring semester.*

**YMI 270** 1-4 hours  
**Selected Topics**  
A course offered on a subject of interest but not listed as a regular course offering.

**YMI 315** 3 hours  
**Youth Culture and Issues**  
An intensive study of theories and approaches used to understand culture and issues facing adolescents today. *Offered fall semester.*

**YMI 325** 3 hours  
**Discipleship and Evangelism in Youth Ministry**  
An intensive study of the theories and approaches used to help junior high and senior high youth to grow and develop in their faith. *Prerequisite: YMI 221.*

**YMI 360** 1-4 hours  
**Independent Study**  
An individualized, directed study involving a specified topic.

**YMI 370** 1-4 hours  
**Selected Topics**  
A course offered on a subject of interest but not listed as a regular course offering.

**YMI 393** 2-4 hours  
**Practicum**  
Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. *Offered summer semester. Prerequisite: senior status or permission of instructor.*

**YMI 421** 3 hours  
**Philosophy and Strategies for Youth Ministry**  
A research course designed to help students articulate their philosophies of ministry within a particular youth ministry context. Attention is given to critical areas of need within youth ministry. *This course meets university requirements for senior comprehensive exams for youth ministry majors. Graduating youth ministry majors only. Offered spring semester.*

**YMI 450** 1-4 hours  
**Directed Research**  
Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.

**YMI 480** 1-4 hours  
**Seminar**  
A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion. *Prerequisite: major GPA of at least 3.00.*

**YMI 490** 1-2 hours  
**Honors**  
Individualized study or research of an advanced topic within a student's major. *Open to students with at least a 3.00 GPA in the major field.*

## Notes

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# Communication

**Co-Chairs, Professor D. Keller, Associate Professor D. Downs**  
**Professor D. Hensley**  
**Associate Professor A. Blanchard**  
**Assistant Professors Z. Carter, J. Sigworth**  
**Visiting Instructor L. Taylor**

Grounded in the understanding that the Word becoming flesh was the ultimate communicative act, the mission of the Communication Department is to develop excellent communicators who demonstrate competency and creativity and are skilled in development, analysis, and criticism of oral, written, and mediated messages.

Within the Communication Department, students may select one of four majors: Multimedia Journalism, Professional Writing, Public Relations, or Strategic Communication. Each of the majors may be combined with a departmental minor or a second major or minor from a different department. The Bachelor of Arts degree requires the completion of two years sequential study in one foreign language. The Bachelor of Science degree (for all majors except Professional Writing) must be combined with curriculum requirements in systems analysis. Minors are available.

## Multimedia Journalism (BA)

The Bachelor of Arts degree in Multimedia Journalism requires two years of one foreign language and 58 major hours. *Majors must participate in three semesters of media involvement and one year of student newspaper involvement. All major courses must be completed with a grade of C- or better and are included in the major GPA.*

### Core Requirements

CAC 125	1	Communication Major Orientation
CAC 156	1	Digital Tools: Photoshop
CAC 157	1	Digital Tools: InDesign
CAC 158	1	Digital Tools: Microsoft Office
CAC 159	1	Digital Tools: Presentation Software
CAC 220	3	Communication Writing Essentials
CAC 225	2	Communication Theory and Research
CAC 326	2	Communication Ethics and Aesthetics
CAS 110	3	Public Speaking
CAS 120	3	Interpersonal Communication

### Major Requirements

JRN 115	3	Introduction to Media Writing
JRN 225	3	Foundations of Photojournalism
JRN 255	3	Media and Society
JRN 315	3	Advanced Media Writing
JRN 332	3	Layout and Design
JRN 345	3	Social Media Strategy
JRN 356	4	Web Design
JRN 393	3	Practicum
JRN 445	3	Multimedia Storytelling
JRN 485	2	Senior Capstone
JRN 486	1	Senior Portfolio Development

Select 9 credits from the following:

CAS 331	3	Team-based Communication
ENT 420	3	Creativity and Concept Development
ENT 422	3	New Venture Planning
FMP 215	3	Audio Production
FMP 220	3	Film and Video Production
FMP 230	3	Scriptwriting
FMP 340	3	Documentary Filmmaking
FMP 388	3	Media, Faith, and Culture
JRN 335	3	Magazine and Feature Writing
JRN 355*	3	Networking Study Trip
JRN 457*	3	Media Agency
PBR 261	3	Introduction to Public Relations
PBR 355*	3	Networking Study Trip
PBR 457*	3	Media Agency
PWR 343	3	Editing
PWR 472	3	Freelance Writing

## Multimedia Journalism/Systems (BS)

The Bachelor of Science degree in Multimedia Journalism/Systems consists of 58 major hours and curriculum requirements in systems analysis. *Majors must participate in three semesters of media involvement and one year of student newspaper involvement. All major courses, including systems curriculum, must be completed with a grade of C- or better and are included in the major GPA.*

### Systems Curriculum Requirements

COS 120	4	Introduction to Computational Problem Solving
IAS 330	3	Human Relations in Organizations
JRN 393	3-4	Practicum
MAT 151	4	Calculus I
SYS 101	3	Introduction to Systems
SYS 390	3	Information Systems Analysis
SYS 392	1	Systems Seminar
SYS 394	3	Information Systems Design
SYS 403	3	Operations Management

Select one course from the following:

COS 121	4	Foundations of Computer Science
COS 143	3	Interactive Webpage Design

Select one course from the following:

MAT 210	4	Introductory Statistics
MAT 352	4	Mathematical Statistics

Select one course from the following:

SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

### Systems Electives

Select at least 3 hours of electives, in addition to those required in the major or systems:

MAT 382	3	Advanced Statistical Methods
MGT 201	3	Introduction to Business
SYS 214	3	Principles of Human Computer Interaction
SYS 310	3	E-Commerce
SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

\*Courses in both areas may count only once.

## Professional Writing (BS)

The Bachelor of Science degree with a major in Professional Writing requires 57 hours. *All major courses must be completed with a grade of C- or better and are included in the major GPA.*

### Core Requirements

CAC 125	1	Communication Major Orientation
CAC 156	1	Digital Tools: Photoshop
CAC 157	1	Digital Tools: InDesign
CAC 158	1	Digital Tools: Microsoft Office
CAC 159	1	Digital Tools: Presentation Software
CAC 220	3	Communication Writing Essentials
CAC 225	2	Communication Theory and Research
CAC 326	2	Communication Ethics and Aesthetics
CAS 110	3	Public Speaking
CAS 120	3	Interpersonal Communication

### Select 6 credits from the following:

ENG 211	3	Introduction to Creative Writing
ENG 410	4	Advanced Creative Writing
JRN 315	3	Advanced Media Writing
JRN 335	3	Magazine and Feature Writing
JRN 345	3	Social Media Strategy
JRN 356	4	Web Design
MKT 231	3	Principles of Marketing
PBR 261	3	Introduction to Public Relations
PWR 345	3	Inspirational Writing
PWR 460	3	Writing Seminar
PWR 475	3	Writing for Publication

### Major Requirements

JRN 115	3	Introduction to Media Writing
JRN 332	3	Layout and Design
PWR 101	3	Introduction to Professional Writing
PWR 215	3	The Writer's Craft
PWR 321	3	Writing Commercial Fiction
PWR 343	3	Editing
PWR 344	3	From Manuscript to Book: How It Happens
PWR 393	3	Practicum
PWR 460	3	Writing Seminar
PWR 472	3	Freelance Writing
PWR 493	3	Senior Capstone

## Public Relations (BA)

The Bachelor of Arts degree in Public Relations requires two years of one foreign language and 58 major hours. *Majors must participate in three semesters of media involvement. All major courses must be completed with a grade of C- or better and are included in the major GPA.*

### Core Requirements

CAC 125	1	Communication Major Orientation
CAC 156	1	Digital Tools: Photoshop
CAC 157	1	Digital Tools: InDesign
CAC 158	1	Digital Tools: Microsoft Office
CAC 159	1	Digital Tools: Presentation Software
CAC 220	3	Communication Writing Essentials
CAC 225	2	Communication Theory and Research
CAC 326	2	Communication Ethics and Aesthetics
CAS 110	3	Public Speaking
CAS 120	3	Interpersonal Communication

### Major Requirements

JRN 115	3	Introduction to Media Writing
JRN 332	3	Layout and Design
JRN 345	3	Social Media Strategy
JRN 356	4	Web Design
PBR 261	3	Introduction to Public Relations
PBR 361	3	Public Relations Cases and Campaigns
PBR 393	3	Practicum
PBR 461	3	Public Relations Writing and Production
PBR 455	3	Event and Venue Planning
PBR 485	2	Senior Capstone
PBR 486	1	Senior Portfolio Development

### Select 9 credits from the following:

CAS 331	3	Team-based Communication
CAS 372	3	Persuasion and Influence
CAS 411	3	Communication in Organizations
IAS 310	3	Philanthropy and Grant-Writing
JRN 225	3	Foundations of Photojournalism
JRN 255	3	Media and Society
JRN 315	3	Advanced Media Writing
JRN 355*	3	Networking Study Trip
MAT 210	4	Introductory Statistics
MGT 352	3	Management Analysis and Practice
MGT 362	3	Human Resource Management
MKT 231	3	Principles of Marketing
PBR 355*	3	Networking Study Trip
PBR 457	3	Media Agency
POS 331	3	Public Policy

## Public Relations/Systems (BS)

The Bachelor of Science degree in Public Relations/Systems consists of 58 major hours and curriculum requirements in systems analysis. *Majors must participate in three semesters of media involvement. All major courses, including systems curriculum, must be completed with a grade of C- or better and are included in the major GPA.*

### Systems Curriculum Requirements

COS 120	4	Introduction to Computational Problem Solving
IAS 330	3	Human Relations in Organizations
MAT 151	4	Calculus I
PBR 393	3-4	Practicum
SYS 101	3	Introduction to Systems
SYS 390	3	Information Systems Analysis
SYS 392	1	Systems Seminar
SYS 394	3	Information Systems Design
SYS 403	3	Operations Management

Select one course from the following:

COS 121	4	Foundations of Computer Science
COS 143	3	Interactive Webpage Design

Select one course from the following:

MAT 210	4	Introductory Statistics
MAT 352	4	Mathematical Statistics

Select one course from the following:

SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

### Systems Electives

Select at least 3 hours of electives, in addition to those required in the major or systems:

MAT 382	3	Advanced Statistical Methods
MGT 201 <sup>†</sup>	3	Introduction to Business
SYS 214	3	Principles of Human Computer Interaction
SYS 310	3	E-Commerce
SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

\*Courses in both areas may count only once.

<sup>†</sup>May not count as both major elective and systems elective.

## Strategic Communication (BA)

The Bachelor of Arts degree with a major in Strategic Communication requires two years of one foreign language and 57 major hours. *All major courses must be completed with a grade of C- or better and are included in the major GPA.*

### Core Requirements

CAC 125	1	Communication Major Orientation
CAC 156	1	Digital Tools: Photoshop
CAC 157	1	Digital Tools: InDesign
CAC 158	1	Digital Tools: Microsoft Office
CAC 159	1	Digital Tools: Presentation Software
CAC 220	3	Communication Writing Essentials
CAC 225	2	Communication Theory and Research
CAC 326	2	Communication Ethics and Aesthetics
CAS 110	3	Public Speaking
CAS 120	3	Interpersonal Communication

### Major Requirements

CAS 225	3	Intrapersonal Communication
CAS 331	3	Team-based Communication
CAS 340	3	Intercultural Communication
CAS 393	3	Practicum
CAS 485	2	Senior Capstone
CAS 486	1	Senior Paper/Portfolio Development

Select one course from the following:

CAS 301	3	Strategic Communication
CAS 372	3	Influence and Persuasion

Select one course from the following:

CAS 345	3	Gender Communication
CAS 382	3	Family Communication

Select 18 credits from the following:

CAS 301*	3	Strategic Communication
CAS 345*	3	Gender Communication
CAS 372*	3	Influence and Persuasion
CAS 380	3	Advanced Interpersonal Communication
CAS 382*	3	Family Communication
CAS 411	3	Communication in Organizations
CAS 425	3	Symbols and Interpretations
CAS 430	3	Restorative Communication
IAS 310	3	Philanthropy and Grant-Writing
JRN 332	3	Layout and Design
JRN 345	3	Social Media Strategy
JRN 356	4	Web Design
MGT 311	3	Business Law
MGT 352	3	Management Analysis and Practice
PBR 261	3	Introduction to Public Relations
PBR 361	3	Public Relations Cases and Campaigns
PSY 321	3	Social Psychology
PSY 357	3	Peace, Reconciliation, and Justice
PSY 400	3	Theories of Personality

## Strategic Communication/Systems (BS)

The Bachelor of Science degree with a major in Strategic Communication/Systems consists of the 57 major hours and curriculum requirements in systems analysis. *All major courses, including systems curriculum, must be completed with a grade of C- or better and are included in the major GPA.*

### Systems Curriculum Requirements

CAS 393	3-4	Practicum
COS 120	4	Introduction to Computational Problem Solving
IAS 330	3	Human Relations in Organizations
MAT 151	4	Calculus I
SYS 101	3	Introduction to Systems
SYS 390	3	Information Systems Analysis
SYS 392	1	Systems Seminar
SYS 394	3	Information Systems Design
SYS 403	3	Operations Management

Select one course from the following:

COS 121	4	Foundations of Computer Science
COS 143	3	Interactive Webpage Design

Select one course from the following:

MAT 210	4	Introductory Statistics
MAT 352	4	Mathematical Statistics

Select one course from the following:

SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

### Systems Electives

Select at least 3 hours of electives, in addition to those required in the major or systems:

MAT 382	3	Principles of Human Computer Interaction
SYS 310	3	Advanced Statistical Methods
MGT 201	3	Introduction to Business
SYS 214	3	E-Commerce
SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

\*Courses in both areas may count only once.

## Multimedia Journalism Minor

The Multimedia Journalism minor requires 24 hours. *No more than 50% of the credits may overlap with another major or minor. All minor courses must be completed with a grade of C- or better and are included in the minor GPA.*

### Minor Requirements

JRN 115	3	Introduction to Media Writing
JRN 225	3	Foundations of Photojournalism
JRN 315	3	Advanced Media Writing
JRN 345	3	Social Media Strategy
JRN 445	3	Multimedia Storytelling

Select 9 credits from the following:

CAC 156	1	Digital Tools: Photoshop
CAC 157	1	Digital Tools: InDesign
FMP 215	3	Audio Production
FMP 220	3	Film and Video Production
JRN 255	3	Media and Society
JRN 332	3	Layout and Design
JRN 335	3	Magazine and Feature Writing
JRN 356	4	Web Design
PWR 343	3	Editing
PWR 472	3	Freelance Writing

## Professional Writing Minor

The Professional Writing minor requires 24 hours. *No more than 50% of the credits may overlap with another major or minor. All minor courses must be completed with a grade of C- or better and are included in the minor GPA.*

### Minor Requirements

CAC 220	3	Communication Writing Essentials
JRN 115	3	Introduction to Media Writing
PWR 101	3	Introduction to Professional Writing
PWR 215	3	The Writer's Craft
PWR 472	3	Freelance Writing

Select 9 hours of electives from the following:

JRN 345	3	Social Media Strategy
PWR 321	3	Writing Commercial Fiction
PWR 343	3	Editing
PWR 344	3	From Manuscript to Book: How It Happens
PWR 345	3	Inspirational Writing
PWR 460	3	Writing Seminar

## Public Relations Minor

The Public Relations minor requires 24 hours. *No more than 50% of the credits may overlap with another major or minor. All minor courses must be completed with a grade of C- or better and are included in the minor GPA.*

### Minor Requirements

JRN 115	3	Introduction to Media Writing
JRN 315	3	Advanced Media Writing
PBR 261	3	Introduction to Public Relations
PBR 361	3	Public Relations Cases and Campaigns
PBR 461	3	Public Relations Writing and Production

Select 9 credits from the following:

CAC 156	1	Digital Tools: Photoshop
CAC 157	1	Digital Tools: InDesign
CAS 331	3	Team-based Communication
CAS 372	3	Persuasion and Influence
CAS 411	3	Communication in Organizations
JRN 225	3	Foundations of Photojournalism
JRN 332	3	Layout and Design
MGT 352	3	Management Analysis and Practice
MKT 231	3	Principles of Marketing



## Strategic Communication Minor

The Strategic Communication minor requires 24 hours. No more than 50% of the credits may overlap with another major or minor. All minor courses must be completed with a grade of C- or better and are included in the minor GPA.

### Minor Requirements

CAS 225	3	Intrapersonal Communication
CAS 331	3	Team-based Communication
CAS 340	3	Intercultural Communication
CAS 372	3	Influence and Persuasion

Select 12 hours from the following:

CAS 230	3	Integration of Communication, Media, and Business
CAS 301	3	Strategic Communication
CAS 345	3	Gender Communication
CAS 380	3	Advanced Interpersonal Communication
CAS 382	3	Family Communication
CAS 411	3	Communication in Organizations
CAS 425	3	Symbols and Interpretations
CAS 430	3	Restorative Communication
IAS 310	3	Philanthropy and Grant-Writing
JRN 345	3	Social Media Strategy
JRN 356	4	Web Design
MGT 311	3	Business Law
MGT 352	3	Management Analysis and Practice
PBR 261	3	Introduction to Public Relations
PBR 361	3	Public Relations Cases and Campaigns
PSY 321	3	Social Psychology
PSY 357	3	Peace, Reconciliation, and Justice
PSY 400	3	Theories of Personality

## Communication Courses

### CAC 125 1 hour

#### Communication Major Orientation

Explores the communication majors, focusing on requirements and career options. The course is designed to aid students as they prepare for both their coursework on campus and career decisions upon graduation. Offered fall semester.

### CAC 156 1 hour

#### Digital Tools: Photoshop

Focuses on the development of painting and image editing skills using Adobe Photoshop, the industry standard software for bitmap image generation and digital photo manipulation. Offered fall and spring semesters.

### CAC 157 1 hour

#### Digital Tools: InDesign

Provides an overview of Adobe's page layout and graphic design software. Students will learn the InDesign workspace and how to work with objects, type, color, and graphics to create design projects. Offered fall and spring semesters.

### CAC 158 1 hour

#### Digital Tools: Microsoft Office

Provides an overview of Microsoft Office Suite, particularly focusing on Excel. Offered fall and spring semesters.

### CAC 159 1 hour

#### Digital Tools: Presentation Software

Provides an overview of PowerPoint, Prezi, Keynote, and other presentational software, examining when to use which software in light of audience analysis. Offered fall and spring semesters.

### CAC 170 1-4 hours

#### Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

### CAC 220 3 hours

#### Communication Writing Essentials

Teaches fundamentals of professional written communication. Students complete a variety of assignments exemplifying the types of writing routinely practiced in business settings including letters, resumes, news releases, reports, proposals, instructions, and other forms of business communication. The emphasis is on real world experience and application. Offered fall and spring semesters.

### CAC 225 2 hours

#### Communication Theory and Research

Examines paths of inquiry in the communication discipline. Students study, analyze, and explain dimensions of communication within a variety of contexts. Offered fall and spring semesters.

### CAC 270 1-4 hours

#### Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

### CAC 326 2 hours

#### Communication Ethics and Aesthetics

Explores historic, traditional, and contemporary aesthetic theory as well as ethical issues in the communication discipline. Offered fall and spring semesters.

### CAC 360 1-4 hours

#### Independent Study

An individualized, directed study involving a specified topic.

### CAC 370 1-4 hours

#### Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

### CAC 393 1-4 hours

#### Practicum

Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. Offered primarily during the summer.

### CAC 450 1 hour

#### Directed Research

Investigative learning involving closely directed research and the use of such facilities as the library or laboratory. Tutorial and peer review methods are used to monitor student's progress in writing the senior thesis. Prerequisite: CAS 425. Pass/fail only. Offered spring semester.

### CAC 490 1-2 hours

#### Honors

Individualized study or research of an advanced topic within a student's major. Open to students with at least a 3.00 GPA in the major field.

## Communication Studies Courses

### CAS 110 3 hours

#### Public Speaking

Explores the development of speaking strategies and skills, including audience analysis, nonverbal and visual communication, research, organization, the use of evidence to support a point of view, delivery, and listening. Required of all communication majors and minors. Meets foundational core speaking requirement.

### CAS 120 3 hours

#### Interpersonal Communication

Studies the understanding of self and interactions with others in areas of awareness, perception, culture, listening, language, conflict, ethics, and media. Students will identify the importance of effective communication skills through research and analysis to refine their understanding of life application principles. Meets foundational core speaking requirement.

### CAS 170 1-4 hours

#### Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

### CAS 225 3 hours

#### Intrapersonal Communication

Explores communication happening within the mind. The course is specifically designed to further students' understanding of interpersonal and computer-mediated communication impact on the self and the self's interpersonal and professional relationships. Prerequisite: CAS 120. Offered fall semester of odd years.

**CAS 230** 3 hours  
**Integration of Communication, Media, and Business**  
 Gives an overview of the role of communication in the modern business environment, with a focus on the impact of media on message creation, assimilation, and interpretation. This course goes beyond the ability to operate particular media to a deeper consideration of why particular media and message packages are interpreted differently. *Offered fall semester of odd years.*

**CAS 270** 1-4 hours  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**CAS 301** 3 hours  
**Strategic Communication**  
 Studies corporate communication theory and how it is applied by professionals in the business/organizational setting. Specific attention will be given to the impact of media, both in our culture's worldview and "norms." *Offered spring semester of even years.*

**CAS 331** 3 hours  
**Team-based Communication**  
 Studies the complex process of intercultural communication. This course seeks to create an awareness of culture-bound assumptions and ways to communicate more effectively with persons from other cultures. *Offered fall semester.*

**CAS 340** 3 hours  
**Intercultural Communication**  
 The study of the complex process of intercultural communication. The course seeks to create an awareness of culture-bound assumptions and ways to communicate more effectively with persons from other cultures. *Prerequisite: CAS 120. Offered fall semester.*

**CAS 345** 3 hours  
**Gender Communication**  
 Examines methods of competent gendered communication valuable in professional and social environments. This course is designed to introduce students to perspectives available in the relationship between gender and communication, including nature, treatment, language differences, and cultural influences. *Prerequisite: CAS 120. Offered spring semester.*

**CAS 360** 1-4 hours  
**Independent Study**  
 An individualized, directed study involving a specified topic.

**CAS 370** 1-4 hours  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**CAS 372** 3 hours  
**Persuasion and Influence**  
 Examines communication as an agent for change in a media-saturated culture. Topics include image management, semiotics, propaganda, and selling. Students will apply readings and discussion to projections containing class concepts. *Prerequisite: CAS 110. Offered spring semester of odd years.*

**CAS 380** 3 hours  
**Advanced Interpersonal Communication**  
 Surveys interpersonal communication theories, research, and skill development focused on current issues and concepts in the area of interpersonal relationships. *Prerequisite: CAS 120. Offered fall semester.*

**CAS 382** 3 hours  
**Family Communication**  
 Explores messages and meanings in contemporary family relationships, including family diversity; spousal relationship; custodial and autonomous child-parent relationships; sibling relationship; and the religious, legal, and televised messages about families. *Prerequisite: CAS 120. Offered spring semester of odd years.*

**CAS 393** 1-4 hours  
**Practicum**  
 Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. *Pass/fail only. Offered primarily during summer.*

**CAS 411** 3 hours  
**Communication in Organizations**  
 Studies structures and functions of communication in organizations. Examines traditional theoretical perspectives and their impacts on organizational functioning. The semester concludes with a mini-audit of a real organization, applying course material. *Offered spring semester of even years.*

**CAS 425** 3 hours  
**Symbols and Interpretations**  
 Studies how meaning is created both consciously and subconsciously through visual signs in an image-saturated culture. Equally divided between theory and practice, projects allow for application of course concepts via analysis and creation of artifacts reflecting course reading and discussion. *Offered fall semester of even years.*

**CAS 430** 3 hours  
**Restorative Communication**  
 Examines conversational dilemmas, social predicaments, manipulation, betrayal, and deception—all hallmarks of the "dark side" of interpersonal communication. The emergence of recent scholarly literature and cultural trends underscore the importance of understanding the interpersonal landscape in modern society to restore relationships. Students build upon the theories and practices learned in CAS 120 to extend and enrich understanding of the broader spectrum of interpersonal dynamics. Through discussions and analysis of scholarly literature and biblical perspectives, students develop critical thinking skills, culminating in the creation of a capstone project synthesizing the academic literature, cultural influences, and personal self-awareness. *Prerequisites: CAS 120 and CAS 380. Offered spring semester of even years.*

**CAS 450** 1-4 hours  
**Directed Research**  
 Investigative learning involving closely directed research and the use of such facilities as the library or laboratory. *Prerequisite: CAS 425. Offered spring semester.*

**CAS 480** 1-4 hours  
**Seminar**  
 A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.

**CAS 485** 2 hours  
**Senior Capstone**  
 Senior strategic communication majors will complete a senior project proposal and prepare for employment and graduate school. *Offered fall semester.*

**CAS 486** 1 hour  
**Senior Paper/Portfolio Development**  
 Seniors will develop their senior paper/portfolio. *Prerequisite: CAS 485. Offered spring semester.*

**CAS 490** 1-2 hours  
**Honors**  
 Individualized study or research of an advanced topic within a student's major. *Open to students with at least a 3.00 GPA in the major field.*

**CAS 492** 8-16 hours  
**Internship**  
 Professional semester of supervised internship in a work setting related to the major field of study. *Prerequisites: Completion of departmental core and major core courses and approval of the department faculty. Pass/fail only.*

## Journalism Courses

**JRN 115** 3 hours  
**Introduction to Media Writing**  
 Examines a variety of journalistic writing techniques and formats, with a focus on accurate and concise writing. Students will write for print, broadcast, and the web. Emphasis is on improving writing/editing and on telling stories across different media platforms. *Offered fall and spring semesters.*

**JRN 170** 1-4 hours  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**JRN 225** 3 hours  
**Foundations of Photojournalism**  
 Provides a solid understanding of camera use, focusing on camera settings, equipment, techniques, skills, and concepts of digital photography as applied to journalistic storytelling for news, features, and photo essay. Students should own or have access to a digital SLR camera (some department cameras are available to loan). *Prerequisite: CAC 156 or ART 156. Offered spring semester of odd years.*

**JRN 255** 3 hours  
**Media and Society**  
 This course examines the history, operations, and effects of media industries including magazines, newspapers, radio, television, film, public relations, advertising and the Internet. *Offered fall and spring semesters.*

**JRN 270** 1-4 hours  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**JRN 300** 1-2 hours  
**Media Laboratory**  
 Two hours may be earned per semester by students holding the top leadership positions in authorized campus student communications: newspaper, yearbook, radio or in-house production. One hour of credit may be earned per semester by those holding secondary media positions. Media lab hours may also be earned for special departmental projects approved by the faculty advisor and department chair. *A maximum of eight hours of media lab may be counted toward graduation. Offered fall and spring semesters. Prerequisite: instructor permission.*

<b>JRN 315</b> <b>Advanced Media Writing</b> Explores in-depth journalistic writing, introducing students to advanced research and interviewing methods, writing, and editing. <i>Prerequisite: JRN 115.</i>	<b>3 hours</b>
<b>JRN 332</b> <b>Layout and Design</b> Provides communication students with an understanding of the basic principles of graphic design. Students will learn to recognize, evaluate, and create good design by practicing the points presented in class. <i>Prerequisites: ART 156 or CAC 156; and ART 157 or CAC 157. Meets foundational core participation in the arts requirement. Offered fall and spring semesters.</i>	<b>3 hours</b>
<b>JRN 335</b> <b>Magazine and Feature Writing</b> Develops advanced student research and reporting skills in magazine writing. Specifically, this course prepares students to be competent reporters, interviewers, designers, and writers as they plan and create a magazine. The course also introduces students to the magazine industry and its inner workings. <i>Prerequisites: JRN 115 and 332. Offered fall semester of even years.</i>	<b>3 hours</b>
<b>JRN 345</b> <b>Social Media Strategy</b> Examines various social media platforms used for commercial and non-profit communication/marketing and focuses on principles/best practices for using those platforms. <i>Prerequisites: JRN 115; and CAC 156 or ART 156. Offered fall semester of odd years.</i>	<b>3 hours</b>
<b>JRN 355</b> <b>Networking Study Trip</b> Offers an off-campus, partially online course. Students spend the equivalent of one week in a midwest city (e.g. Chicago, Columbus, Grand Rapids). Students read and research corporate culture and communication before visiting various organizations (both NFP and corporate). <i>Offered interterm of even years. Course fee.</i>	<b>3 hours</b>
<b>JRN 356</b> <b>Web Design</b> Provides a solid understanding of HTML5 and CSS and introduces JavaScript. The course focuses on the website-planning process, including pre-production/project management, information architecture/navigation, design principles, writing for the web, and usability and accessibility. Students will be introduced to a website framework and will use that tool to create a portfolio website. <i>Prerequisite: JRN 332. Offered spring semester of even years.</i>	<b>4 hours</b>
<b>JRN 360</b> <b>Independent Study</b> An individualized, directed study involving a specified topic.	<b>1-4 hours</b>
<b>JRN 370</b> <b>Selected Topics</b> A course offered on a subject of interest but not listed as a regular course offering.	<b>1-4 hours</b>

## Public Relations Courses

<b>PBR 170</b> <b>Selected Topics</b> A course offered on a subject of interest but not listed as a regular course offering.	<b>1-4 hours</b>
<b>PBR 261</b> <b>Introduction to Public Relations</b> Analyzes public relations theory and practice, examining public relations environments, audiences, and message strategies. Emphasis is placed on history, ethics, writing, and crisis management. <i>Offered spring semester.</i>	<b>3 hours</b>
<b>PBR 270</b> <b>Selected Topics</b> A course offered on a subject of interest but not listed as a regular course offering.	<b>1-4 hours</b>
<b>PBR 300</b> <b>Media Laboratory</b> Two hours may be earned per semester by students holding the top leadership positions in authorized campus student communications: newspaper, yearbook, radio or in-house production. One hour of credit may be earned per semester by those holding secondary media positions. Media lab hours may also be earned for special departmental projects approved by the faculty advisor and department chair. <i>A maximum of eight hours of media lab may be counted toward graduation. Offered fall and spring semesters. Prerequisite: instructor permission.</i>	<b>1-2 hours</b>
<b>PBR 355</b> <b>Networking Study Trip</b> Offers an off-campus, partially online course. Students spend the equivalent of one week in a midwest city (e.g. Chicago, Columbus, Grand Rapids). Students read and research corporate culture and communication before visiting various organizations (both NFP and corporate). <i>Offered interterm of even years. Course fee.</i>	<b>3 hours</b>

<b>JRN 393</b> <b>Practicum</b> Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. <i>Offered primarily during summer.</i>	<b>1-4 hours</b>
<b>JRN 445</b> <b>Multimedia Storytelling</b> Further develops students' research, reporting, photography, web, audio, and video skills to produce multimedia news and feature stories. Specifically, this course will prepare students to be competent reporters, interviewers, writers, photographers, and audio and video recorders and editors. <i>Prerequisites: JRN 115, 315, and 332; JRN 225 is preferred. Offered spring semester of even years.</i>	<b>3 hours</b>
<b>JRN 450</b> <b>Directed Research</b> Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.	<b>1-4 hours</b>
<b>JRN 457</b> <b>Media Agency</b> Provides a real-world, client-focused experience for students through an in-house media agency. Select students will manage media campaigns from start to completion, assuming a variety of roles: writing, graphic design, web design, social media, public relations, photography, and communication strategy. <i>Prerequisites: JRN 332, significant upper division courses in the major, and instructor permission. Offered fall semester of even years.</i>	<b>3 hours</b>
<b>JRN 480</b> <b>Seminar</b> A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.	<b>1-4 hours</b>
<b>JRN 486</b> <b>Senior Portfolio Development</b> Senior journalism majors will complete a senior portfolio. <i>Prerequisites: JRN 485 and senior status. Offered spring semester.</i>	<b>1 hour</b>
<b>JRN 490</b> <b>Honors</b> Individualized study or research of an advanced topic within a student's major. <i>Open to students with at least a 3.00 GPA in the major field.</i>	<b>1-2 hours</b>
<b>JRN 492</b> <b>Internship</b> Professional semester of supervised internship in a work setting related to the major field of study. <i>Prerequisites: Completion of departmental core and major core courses and approval of the department faculty. Pass/fail only.</i>	<b>8-16 hours</b>

<b>PBR 360</b> <b>Independent Study</b> An individualized, directed study involving a specified topic.	<b>1-4 hours</b>
<b>PBR 361</b> <b>Public Relations Cases and Campaigns</b> Examines the theory and practice behind creating a public relations campaign and a communication case study. Students work with clients to produce a strategic campaign. They also write a case study following the guidelines of the Arthur Page Society. <i>Prerequisite: PBR 261. Offered fall semester.</i>	<b>3 hours</b>
<b>PBR 370</b> <b>Selected Topics</b> A course offered on a subject of interest but not listed as a regular course offering.	<b>1-4 hours</b>
<b>PBR 393</b> <b>Practicum</b> Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. <i>Offered primarily during summer.</i>	<b>1-4 hours</b>
<b>PBR 450</b> <b>Directed Research</b> Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.	<b>1-4 hours</b>
<b>PBR 455</b> <b>Event and Venue Planning</b> Focuses on the event planning aspect of public relations. Students learn concepts of venue and event planning and management from theory to the initial phases to the evaluation phase of a major event they plan throughout the semester. <i>Prerequisite: PBR 261. Offered fall semester of odd years.</i>	<b>3 hours</b>

**PBR 457** **Media Agency** **3 hours**  
Provides a real-world, client-focused experience for students through an in-house media agency. Select students will manage media campaigns from start to completion, assuming a variety of roles: writing, graphic design, web design, social media, public relations, photography, and communication strategy. *Prerequisites:* JRN 332, significant upper division courses in the major, and instructor permission. Offered fall semester of even years.

**PBR 461** **Public Relations Writing and Production** **3 hours**  
Emphasizes the development and application of public relations writing, including promotional kits, grant proposals, pitches, and other forms of PR writing. This class connects with outside clients for real-world experience. *Prerequisites:* JRN 115 and PBR 261. Offered spring semester.

**PBR 480** **Seminar** **1-4 hours**  
A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.

**PBR 485** **Senior Capstone** **2 hours**  
Senior journalism majors will complete a senior portfolio proposal and prepare for employment and graduate school. This course begins the process and will be followed by PBR 486 Portfolio Development. *Prerequisite:* senior status. Offered fall semester.

**PBR 486** **Senior Portfolio Development** **1 hour**  
Senior public relations majors will complete a senior portfolio. *Prerequisite:* PBR 485. Offered spring semester.

**PBR 490** **Honors** **1-2 hours**  
Individualized study or research of an advanced topic within a student's major. Open to students with at least a 3.00 GPA in the major field.

**PBR 492** **Internship** **8-16 hours**  
Professional semester of supervised internship in a work setting related to the major field of study. *Prerequisites:* Completion of departmental core and approval of the department faculty. Pass/fail only.

## Professional Writing Courses

**PWR 101** **Introduction to Professional Writing** **3 hours**  
Introduces the fundamentals of becoming a professional writer. This course offers instruction in manuscript formats, core elements of copyright laws, maintaining a writer's journal, creating a publications portfolio, reviewing books, movies, and music. Emphasis is put on time management, revision, and mastering proofreading. Offered fall semester.

**PWR 170** **Selected Topics** **1-4 hours**  
A course offered on a subject of interest but not listed as a regular course offering.

**PWR 215** **The Writer's Craft** **3 hours**  
Studies the writer's art. This course considers literary models from a writer's perspective, examining elements of fiction and discussing their application. It emphasizes reading to develop skill in writing. *Prerequisite:* PWR 101. Offered spring semester.

**PWR 270** **Selected Topics** **1-4 hours**  
A course offered on a subject of interest but not listed as a regular course offering.

**PWR 321** **Writing Commercial Fiction** **3 hours**  
Focuses on writing and selling short stories, novellas, and novels for mass market readership and sales. Students will be guided through the publication process. *Prerequisite:* PWR 101. Offered spring semester.

**PWR 343** **Editing** **3 hours**  
Provides training in content editing; copy editing; and proofreading for book publishers, magazines and newspapers. *Prerequisites:* JRN 115 and PWR 101. Offered fall semester.

**PWR 344** **From Manuscript to Book: How It Happens** **3 hours**  
Students participate in the process of turning a manuscript into a print-ready book. Instructor will solicit initial twenty pages of manuscripts (potentially from faculty or other established writers) and walk students through the entire process as if they are a publishing house. Students will study publishing houses in depth, work as publishing boards, create pro formas and budgets, work as agents and acquisition editors, then as editors and copyeditors. They will discuss with a designer the creation of book covers and interiors, communicate with typesetter to create the first several typeset pages, proofread, and then work with publicity people regarding the marketing of each book. Each week, students will video chat in class with industry professionals. Offered spring semester.

**PWR 345** **Inspirational Writing** **3 hours**  
Focuses on writing for the Christian market: nonfiction (using the Bible well to write good Bible questions for studies and lesson plans for various age groups), devotionals, personal testimonies, and fiction (e.g., short stories, flash fiction). Students develop the ability to write in a captivating manner, showing solid Bible knowledge and understanding. Students also explore Christian writers past and present. *Prerequisite:* PWR 101. Offered spring semester of even years.

**PWR 360** **Independent Study** **1-4 hours**  
An individualized, directed study involving a specified topic.

**PWR 370** **Selected Topics** **1-4 hours**  
A course offered on a subject of interest but not listed as a regular course offering.

**PWR 393** **Practicum** **1-4 hours**  
Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. *Prerequisites:* JRN 115, JRN 332, PWR 333, PWR 343, and PWR 472.

**PWR 450** **Directed Research** **1-4 hours**  
Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.

**PWR 460** **Writing Seminar** **3 hours**  
Concentrated instruction in an area of specialized writing. Writers in residence lead classes and writing workshops on such topics as Detective Fiction, Inspirational Writing, Biography, Magazine Features, Screenplays, and Writing for Children and Young Adults. Students may receive credit for approved off-campus experiences such as the Los Angeles Film Studies Program and semester at York St. John University. *Prerequisite:* Permission of chair of professional writing department.

**PWR 472** **Freelance Writing** **3 hours**  
Offers experience in the techniques and strategies of freelance writing. This course focuses on writing and marketing manuscripts for both religious and secular publications. Students will be required to submit work for publication. *Prerequisite:* PWR 101 or instructor permission. Offered fall semester.

**PWR 475** **Writing for Publication** **3 hours**  
Intensive seminar on writing manuscripts for publication. Course offered in partnership with "Write to Publish" conference held in Wheaton each June. Students participate in conference and attend workshops with authors/editors/literary agents/publishers. Students then work closely with instructor to prepare manuscripts for publication. In addition to tuition, students must pay conference registration fee. Offered summer term.

**PWR 480** **Seminar** **1-4 hours**  
A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.

**PWR 485** **Senior Capstone** **3 hours**  
Offers a culminating experience for professional writing majors wherein students evaluate the status and goals of their studies in a flexible forum, exploring academic and professional issues. Senior projects are refined for submission to the department. *Prerequisite:* 30 hours in the major.

**PWR 490** **Honors** **1-2 hours**  
Individualized study or research of an advanced topic within a student's major. Open to students with at least a 3.00 GPA in the major field.

# English

**Chair, Professor N. Dayton**  
**Professors J. Ricke, C. Warren**  
**Associate Professors D. Bowman, A. Housholder, L. Mook, J. Moore**  
**Assistant Professor C. King**

The Department of English offers courses intended to help students write clearly and effectively and to read literature with critical appreciation. All students take courses in expository writing and selected literary works.

The major in English prepares students to enter such careers as education, law, business, Christian ministry, writing, editing, research, library science, public relations, travel, civil service, and administration. The major also prepares for graduate-level studies in English. Creative writers will find opportunity in *Parnassus*, a literary magazine published each spring semester. The January interterm offers a tour to London, England, that combines the study of British literature with visits to important literary and historical sites.

The Bachelor of Arts degree requires completion of two years of one foreign language. The Bachelor of Science degree must be combined with education or systems analysis.

The major in English is offered with a concentration in either Literature or Creative Writing, or in both if there are no overlaps except for ENG 212, ENG 493, and one foundational core survey course.

## English—Literature Concentration (BA)

The Bachelor of Arts degree in English with a concentration in Literature requires two years of sequential college-level study in one foreign language and at least 43 hours in addition to ENG 110 Expository Writing. *All major courses, including those in the concentration, must be completed with a grade of C- or better and are included in the major GPA.*

### Major Requirements

ENG 212*	4	Critical Approaches to Literature
ENG 230	3	World Literature
ENG 240	3	American Literature
ENG 362	3	Shakespeare
ENG 492	1	Senior Project Research
ENG 493	3	English Capstone

\*Majors must complete ENG 212 prior to taking upper-level literature courses.

Select at least three courses in literature before 1900 from:

At least one course must be an American literature course.

At least one course must be a British literature course.

ENG 330	4	Early American Literature
ENG 340	4	American Romanticism and Realism
ENG 361†	4	Drama
ENG 370	4	Selected Topics (approved by advisor)
ENG 371†	4	The Novel
ENG 412	4	Early English Literature
ENG 422	4	Renaissance Literature
ENG 426	4	Restoration and Eighteenth-Century Literature
ENG 431	4	Victoria Literature

Select one course in literature after 1900 from:

ENG 361†	4	Drama
ENG 370	4	Selected Topics (approved by advisor)
ENG 371†	4	The Novel
ENG 373	4	Literature of Cultural Diversity
ENG 442	4	Modern American Literature
ENG 444	4	Contemporary Literature

†ENG 361 and 371 may count toward only one category, although they qualify for either pre-20<sup>th</sup> or post-20<sup>th</sup> century requirements.

### Electives

Select at least 10 elective hours in either literature or writing courses above the 100 level.

## English—Creative Writing Concentration (BA)

The Bachelor of Arts degree in English with a concentration in Creative Writing requires two years of sequential college-level study in one foreign language and at least 42-44 hours in addition to ENG 110 Expository Writing. *All major courses, including those in the concentration, must be completed with a grade of C- or better and are included in the major GPA.*

### Major Requirements

ENG 212*	4	Critical Approaches to Literature
ENG 492	1	Senior Project Research
ENG 493	3	English Capstone

\*Majors must complete ENG 212 prior to taking upper-level literature courses.

Select one course from the following:

ENG 230	3	World Literature
ENG 233	3	Literary London
ENG 240	3	American Literature
ENG 250	3	British Literature
ENG 370	4	Selected Topics (approved by advisor)

### Electives

Select at least three additional upper-division (300-/400-level) literature courses.

Select at least 20 hours from:

ENG 211*	3	Introduction to Creative Writing
ENG 300	1-2	Literary Editing and Publishing I: Parnassus
ENG 305	4	Writing Theory and Grammar
ENG 311	3	Writing and Rhetoric
ENG 320	3	Poetry Writing
ENG 321	3	Fiction Writing
ENG 325	3	Creative Nonfiction
ENG 333	3	Business and Technical Writing
ENG 360	1-4	Independent Study
ENG 393	1-4	Practicum
ENG 410‡	4	Advanced Creative Writing
ENG 470	3	Literary Editing and Publishing II: Relief Journal
FMP 230†	3	Scriptwriting
JRN 115†	3	Introduction to Media Writing
JRN 315†	3	Advanced Media Writing
JRN 335†	3	Magazine and Feature Writing

\*Introduction to Creative Writing is a pre-requisite for all upper level writing

†No more than two FMP/JRN/MCM courses may be used to fulfill the 20-hour requirement.

‡ENG 410 may be taken twice.

## English/Systems (BS)

The Bachelor of Science degree with a major in English/Systems and a concentration in either Literature or Creative Writing consists of the 42-44 hour major and curriculum requirements in systems analysis. *All major courses, including systems curriculum courses, must be completed with a grade of C- or better and are included in the major GPA.*

### Systems Curriculum Requirements

COS 120	4	Introduction to Computational Problem Solving
IAS 330	3	Human Relations in Organizations
MAT 151	4	Calculus I
SYS 101	3	Introduction to Systems
SYS 390	3	Information Systems Analysis
SYS 392	1	Systems Seminar
SYS 394	3	Information Systems Design
SYS 403	3	Operations Management

Select one course from the following:

COS 121	4	Foundations of Computer Science
COS 143	3	Interactive Webpage Design

Select one course from the following:

MAT 210	4	Introductory Statistics
MAT 352	4	Mathematical Statistics

Select one course from the following:

SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

Select one course from the following:

ENG 393	3-4	Practicum
SYS 393	3-4	Practicum

### Systems Electives

Select at least 3 hours of electives, in addition to those required in the major or systems:

MAT 382	3	Advanced Statistical Methods
MGT 201	3	Introduction to Business
SYS 214	3	Principles of Human Computer Interaction
SYS 310	3	E-Commerce
SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

\*Courses in both areas may count only once.

## English Education (BS)

The Bachelor of Science degree in English Education requires 42 hours in addition to education courses. *All major courses, including education curriculum courses, must be completed with a grade of C- or better and are included in the major GPA.*

### English Requirements

ENG 211	3	Introduction to Creative Writing
ENG 212†	4	Critical Approaches to Literature
ENG 230	3	World Literature
ENG 240	3	American Literature
ENG 305	4	Writing Theory and Grammar
ENG 362	3	Shakespeare
ENG 492	1	Senior Project Research
ENG 493	3	English Capstone

†Must complete ENG 212 prior to taking upper-level literature courses.

Select two pre-20<sup>th</sup> century courses from:

ENG 330	4	Early American Literature
ENG 340	4	American Romanticism and Realism
ENG 361†	4	Drama
ENG 370	4	Selected Topics (approved by advisor)
ENG 371†	4	The Novel
ENG 412	4	Early English Literature
ENG 422	4	Renaissance Literature
ENG 426	4	Restoration and Eighteenth-Century Literature
ENG 431	4	Romantic Literature
ENG 441	4	Victorian Literature

Select one 20<sup>th</sup> century course from:

ENG 361†	4	Drama
ENG 370	4	Selected Topics (approved by advisor)
ENG 371†	4	The Novel
ENG 373	4	Literature of Cultural Diversity
ENG 442	4	Modern American Literature
ENG 444	4	Contemporary Literature

†ENG 361 and 371 may count toward only one category, although they qualify for either pre-20<sup>th</sup> or post-20<sup>th</sup> century requirements.

### Electives

Select 6 additional hours of English electives above the 100 level.

### Professional Education

EDU 150	3	Education in America
EDU 222	2	Reading in the Content Area for Secondary Teachers
EDU 260	3	Educational Psychology
EDU 307	2	Discipline and Classroom Management for Secondary Teachers
EDU 309	1	Teaching in Secondary, Junior High/Middle Schools—Special Methods
EDU 332	2	The Junior High/Middle School
EDU 328	2	Assessment for Student Learning
EDU 344	1	Educational Technology in Secondary Education
EDU 384	1	Perspectives on Diversity
EDU 431	15	Supervised Internship in Secondary Schools
ENG 309	3	Teaching English in Secondary, Junior High/Middle School
SED 220	3	Exceptional Children

### Additional Education Requirements

CAS 110	3	Public Speaking
PSY 340	3	Adolescent Psychology

## English Minor

The English minor consists of at least 16 hours in addition to ENG 110 Expository Writing and may not be combined with any other English program. *All minor courses must be completed with a grade of C- or better and are included in the minor GPA.*

### Minor Requirements

ENG 212*	4	Critical Approaches to Literature
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\*Majors must complete ENG 212 prior to taking upper-level literature courses.

Select one course from the following:

ENG 230	3	World Literature
ENG 233	3	Literary London
ENG 240	3	American Literature
ENG 250	3	British Literature
ENG 370	3-4	Selected Topics (approved by advisor)

Select three additional 3-hour courses (300-/400-level) in English writing or literature.

## Literature Minor

The Literature minor consists of at least 16-17 hours in addition to ENG 110 Expository Writing and is excluded from English majors with Literature concentrations. *Creative Writing concentration majors may overlap only ENG 212 Critical Approaches to Literature. All minor courses must be completed with a grade of C- or better and are included in the minor GPA.*

### Minor Requirements

ENG 212\* 4 Critical Approaches to Literature

\*Majors must complete ENG 212 prior to taking upper-level literature courses.

Select one course from the following:

ENG 230	3	World Literature
ENG 233	3	Literary London
ENG 240	3	American Literature
ENG 250	3	British Literature
ENG 370	3-4	Selected Topics (approved by advisor)

Select three additional 3-hour courses (300-/400-level) in English literature.

## Creative Writing Minor

The Creative Writing minor consists of at least 16-19 hours in addition to ENG 110 Expository Writing and is excluded from English majors with Creative Writing concentrations. *Literature concentration majors may overlap only ENG 212 Critical Approaches to Literature. All minor courses must be completed with a grade of C- or better and are included in the minor GPA.*

### Minor Requirements

ENG 212\* 4 Critical Approaches to Literature

Note: Majors must complete ENG 212 prior to taking upper-level literature courses.

Select at least one course from:

ENG 211	3	Introduction to Creative Writing
ENG 320	3	Poetry Writing
ENG 321	3	Fiction Writing
ENG 333	3	Business and Technical Writing

Note: Introduction to Creative Writing is a pre-requisite for all upper level writing.

\*ENG 212 is a pre-requisite for all upper level literature courses.

Select one additional 3-hour writing elective course or another 3-hour course in English writing or literature.

Select two additional courses featuring miscellaneous writing from:

ENG 360*	3-4	Independent Study
ENG 393*	3-4	Practicum
ENG 410†	4	Advanced Writing Workshop
JRN 115	3	Introduction to Media Writing
JRN 315	3	Advanced Media Writing

\*Both ENG 360 and ENG 393 cannot be used together to meet the two course requirement.

†ENG 410 may be taken twice.

## English Courses

### ENG 101 3 hours

#### Fundamentals of Writing

Introduction to college-level writing and preparation for ENG 110. Students will improve their ability to read academic texts and respond to them in their own writing. They will learn fundamental writing processes, including improving their credibility, confidence, and voice as writers and revising their writing to meet minimum college-level standards. *Offered fall semester.*

### ENG 110 3 hours

#### Expository Writing

Practice in writing clear and effective prose through several expository modes, including a formal research paper. Brief review of grammar and mechanics as necessary, with concentration on analytical thinking. *This course must be taken during the freshman year. Meets foundational core writing requirement. ENG 110 is a prerequisite to all other English courses except ENG 101, 112, 230, 233, 240, 243, and 250.*

### ENG 170 1-4 hours

#### Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

### ENG 211 3 hours

#### Introduction to Creative Writing

A general introduction to and overview of creative writing (including poetry, fiction, drama, and creative nonfiction) that meets the requirement for secondary education students and also serves potential majors and other interested students. Classroom setting with textbook; directed workshop activities after midterm facilitated by selected ENG 410 students. *Prerequisite: ENG 110. Offered fall semester.*

### ENG 212 4 hours

#### Critical Approaches to Literature

Introduction to basic literary analysis and theory with emphasis on informed reading and critical, written response to selections of poetry, fiction, drama and film. Includes minorities literature. Primarily intended for English majors, but recommended for all students who desire greater reading and writing skills. *Prerequisite: ENG 110.*

### ENG 230 3 hours

#### World Literature

A selective survey of world literary achievement from antiquity to the present, tracing the development of themes and ideas. *Meets foundational core literature requirement.*

### ENG 233 3 hours

#### Literary London

An annual January-term course that travels to London and elsewhere in the United Kingdom, enriching the reading and discussion of assigned works of British Literature by experiencing the locations and culture that helped shape those works. *Meets foundational core literature requirement. Enrollment with permission of instructor. Offered January interterm.*

### ENG 240 3 hours

#### American Literature

A survey of the American literary tradition from its origins to the present, evaluating and comparing themes, ideas and styles. *Meets foundational core literature requirement.*

### ENG 243 3 hours

#### Latin American Literature

Survey of Latin American Literature offered through the Taylor University Ecuador program. Students will study a variety of genres and literary periods comparing themes, ideas, and styles. *Meets the foundational core literature requirement.*

### ENG 250 3 hours

#### British Literature

Explores British literature from its beginnings to the present, including a brief historical overview of the development of the English language. *Meets foundational core literature requirement.*

### ENG 270 1-4 hours

#### Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

### ENG 300 1-2 hours

#### Literary Editing and Publishing I: Parnassus

Hands-on production of Taylor's literary magazine from concept to finished product. *Two credit hours per semester may be earned by students holding senior editorships of Taylor's official literary magazine. One hour per semester may be earned by those holding secondary positions approved by the instructor. A maximum of four hours may count toward fulfilling the English writing concentration requirements; two hours maximum may count toward the English literature concentration or secondary education major requirements. A maximum of six hours in all writing lab courses from any discipline may be earned toward graduation. Prerequisites: Permission of writing coordinator, ENG 211, and ENG 212.*

### ENG 305 4 hours

#### Writing Theory and Grammar

An introduction to the theories, research, and pedagogy of composition (including grammar). Topics include rhetorical, philosophical, and cognitive theories of writing; composition research; and writing pedagogy. Course designed for both creative writing and English education majors. *Prerequisite: ENG 110.*

### ENG 309 3 hours

#### Teaching English in Secondary, Junior High/Middle School

A junior-level course that presents models of professionalism for English Education majors. Strategies and techniques for effective planning, teaching, and evaluating materials with English/Language Arts curricula are demonstrated and developed. *Does not count as a major or minor elective. Prerequisites: EDU 150, EDU 260, and approval into the Teacher Educational Program.*

**ENG 311** **3 hours**  
**Writing and Rhetoric**  
 Examines the foundational ideas from rhetoric and composition studies that relate to the effectiveness of written communication. Students will learn to apply these ideas to their own writing. Topics include classical to contemporary rhetoric, the essay, persuasion, and construction of meaning through writing, invention, and voice. *Offered January Interterm of odd years. Prerequisites: ENG 211 and 212.*

**ENG 320** **3 hours**  
**Poetry Writing**  
 Comprehensive instruction and guided workshop in writing poetry. *Recommended for English BA majors with either literature or writing concentrations; available to all majors. Meets requirement for secondary education students. Prerequisites: ENG 110 and 211. Offered spring semester.*

**ENG 321** **3 hours**  
**Fiction Writing**  
 Comprehensive instruction and guided workshop in writing fiction. *Recommended for English BA majors with either literature or writing concentrations; available to all majors. Meets requirement for secondary education students. Prerequisites: ENG 110 and 211. Offered spring semester.*

**ENG 325** **3 hours**  
**Creative Nonfiction**  
 Comprehensive instruction and guided workshop in creative nonfiction. Emphasis on distinguishing and practicing sub-genres, such as memoir, nature essay, personal essay and journalistic essay. *Prerequisites: ENG 110 and 211. Offered spring semester of even years.*

**ENG 330** **4 hours**  
**Early American Literature**  
 Explores the complexity of literary origins with its variety of Native-American, discovery, colonial, federal, Enlightenment, and African-American voices up to the Romantic period. *Prerequisite: ENG 212 and 200-level English literature course. Offered fall semester of odd years.*

**ENG 333** **3 hours**  
**Business and Technical Writing**  
 Practice in the forms of writing required in business and industry. *Prerequisites: ENG 110, 211, and 212. Offered fall semester.*

**ENG 340** **4 hours**  
**American Romanticism and Realism**  
 Investigates the usefulness of the traditional juxtaposition of romantic and realistic philosophies and conventions when studying nineteenth- and early twentieth-century American works. *Prerequisite: ENG 212 and 200-level English literature course. Offered spring semester of odd years.*

**ENG 360** **1-4 hours**  
**Independent Study**  
 An individualized, directed study involving a specified topic. *Prerequisites: ENG 211 and 212.*

**ENG 361** **4 hours**  
**Drama**  
 A selective survey of the historical development of drama from its origins to the present day. Counts for either pre-twentieth- or twentieth-century requirement. *Prerequisite: ENG 212 and 200-level English literature course. Offered spring semester of odd years.*

**ENG 362** **3 hours**  
**Shakespeare**  
 Intensive analysis of selected plays and sonnets. Attention is given to the conventions of the Elizabethan and Jacobean theater. *Prerequisite: ENG 212 and 200-level English literature course. Offered spring semester.*

**ENG 370** **1-4 hours**  
**Selected Topics**  
 A course offered on a subject of interest at the discretion of the department but not listed as a regular course offering. *Such courses may count as major elective hours or foundational core hours, pending the approval of the English Department. Prerequisite: ENG 212 and 200-level English literature course. Offered primarily during January interterm and occasional fall or spring semesters.*

**ENG 371** **4 hours**  
**The Novel**  
 A selective survey of the historical development of the novel, from its origins to the present day. Counts for either pre-twentieth- or twentieth-century requirement. *Prerequisite: ENG 212 and 200-level English literature course. Offered spring semester of even years.*

**ENG 373** **4 hours**  
**Literature of Cultural Diversity**  
 A critical study of life in a global community, focusing on the twentieth-century literature of one or more cultures. Primarily intended for English majors, but recommended for all students desiring cross-cultural awareness. *Prerequisite: ENG 212 and 200-level English literature course. Offered spring semester of even years.*

**ENG 393** **1-4 hours**  
**Practicum**  
 Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. *Offered primarily during summer. Prerequisites: ENG 211 and 212.*

**ENG 410** **4 hours**  
**Advanced Creative Writing**  
 Intensive practice in selected creative genres. Students may also serve as workshop leaders for ENG 211 students. Enrollment with permission of instructor. May be taken twice. *Prerequisite: One of the following: ENG 211, 212, 320, 321, 325, or 472. Offered fall semester.*

**ENG 412** **4 hours**  
**Early English Literature**  
 A selective study of English literature from "Beowulf" through Chaucer and Malory's "Le Morte d'Arthur." *Prerequisite: ENG 212 and 200-level English literature course. Offered fall semester of odd years.*

**ENG 422** **4 hours**  
**Renaissance Literature**  
 A study of representative prose writers and non-dramatic poets of the English Renaissance, such as More, Spenser, Donne, Herbert and Milton. *Prerequisite: ENG 212 and 200-level English literature course. Offered spring semester of even years.*

**ENG 426** **4 hours**  
**Restoration and Eighteenth-Century Literature**  
 A selective study of poets and prose writers from 1660 to 1798, such as Defoe, Dryden, Fielding, Pope, Swift, Boswell, and Johnson. *Prerequisites: ENG 212 and 200-level English literature course. Offered fall semester of even years.*

**ENG 431** **4 hours**  
**Romantic Literature**  
 A study of writers from 1798 to 1832, such as Blake, Wordsworth, Coleridge, Byron, Shelley, Keats, and Lamb. Some attention is given to representative novelists. *Prerequisites: ENG 212 and 200-level English literature course. Offered fall semester of even years.*

**ENG 441** **4 hours**  
**Victorian Literature**  
 English authors from 1832 to 1901, such as Tennyson, Browning, Arnold, Carlyle, Newman and Ruskin. Some attention is given to representative novelists. *Prerequisite: ENG 212 and 200-level English literature course. Offered fall semester of odd years.*

**ENG 442** **4 hours**  
**Modern American Literature**  
 Explores the themes and characteristics of key works of American fiction, poetry, and drama in the context of the twentieth century. *Prerequisite: ENG 212 and 200-level English literature course. Offered fall semester of even years.*

**ENG 444** **4 hours**  
**Contemporary Literature**  
 A study of selected poetry, fiction, and drama since 1960. *Prerequisite: ENG 212 and 200-level English literature course. Offered fall semester of odd years.*

**ENG 450** **1-4 hours**  
**Directed Research**  
 Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.

**ENG 470** **3 hours**  
**Literary Editing and Publishing II: Relief Journal**  
 This advanced course has 2 main focal points: an introduction to literary editing and publishing in general and the publication of the national journal Relief in particular. Relief publishes creative writing and visual art that help shape the landscapes of faith, imagination, and creativity for the contemporary reader. *Prerequisites: Permission of the instructor, ENG 211, ENG 212, and ENG 300.*

**ENG 480** **1-4 hours**  
**Seminar**  
 A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.

**ENG 490** **1-2 hours**  
**Honors**  
 Individualized study or research of an advanced topic within a student's major. *Open to students with at least a 3.00 GPA in the major field.*

**ENG 492** **1 hour**  
**Senior Project Research**  
 Students are required to meet on a regular basis with Senior Project directors in order to plan, draft, and complete a preliminary version of the Senior Project.

**ENG 493** **3 hours**  
**English Capstone**  
 Designed as a culminating experience for all English majors wherein students evaluate the status and the goals of their studies in a flexible forum exploring academic and professional issues. Senior Projects are completed for submission to Project Directors. *Prerequisite: ENG 492. Offered January interterm.*



# History, Global, and Political Studies

Chair, Associate Professor T. Jones  
Professor S. Messer  
Associate Professor N. Kerton-Johnson  
Assistant Professor K. Johnson

The Department of History, Global, and Political Studies prepares students for careers as servant leaders in public service, teaching, law, ministry, and public history. The department offers majors in History; Political Science, Philosophy, and Economics (PPE); and Social Studies Education. Minors are offered in History, International Studies, and PPE. Additional minors are available in Legal Studies, International Relations, and Geography.

Students majoring in History, Global, and Political Studies are required to complete a practicum (1-3 hours) in a professional setting. Practicums are most often completed during the summer and must be pre-approved by the department chair. Social Studies Education majors fulfill the practicum requirement through the student teaching semester that is required by the Education Department.

## History

### History (BA)

Students majoring in History are advised to plan a program with a proper balance between American and world history courses. All students expecting to major in History who do not have a strong history background on the secondary level should take HIS 103, 104, 124, and 125 as early in their program as possible. The Bachelor of Arts degree with a major in History requires 37-39 hours and two years of one foreign language. *All major courses must be completed with a grade of C- or better and are included in the major GPA.*

#### Major Requirements

HIS 130	3	Introduction to History
HIS 393	1-3	Practicum

Select one of the following history and geography courses:

HIS 211	3	History and Geography of Latin America
HIS 311	3	History and Geography of Latin America
HIS 212	3	History and Geography of East Asia
HIS 312	3	History and Geography of East Asia
HIS 213	3	History and Geography of Africa
HIS 313	3	History and Geography of Africa
HIS 215	3	History and Geography of South Asia
HIS 315	3	History and Geography of South Asia
HIS 321	3	The Modern Middle East

#### American History Courses

Select a minimum of 12 hours in American history from:

HIS 124	3	History of the United States to 1877
HIS 125	3	History of the United States since 1877
HIS 170	1-4	Selected Topics (approved by advisor)
HIS 230	3	American Religious History
HIS 270	1-4	Selected Topics (approved by advisor)
HIS 310	3	The Modern Civil Rights Movement
HIS 323	3	Women in American History
HIS 351	3	American Diplomatic History
HIS 352	3	African-American History
HIS 370	1-4	Selected Topics (approved by advisor)
HIS 371	3	Civil War Era (1820-1880)
HIS 385	3	Constitutional Law I: Foundation
HIS 386	3	Constitutional Law II: Civil Liberties and Rights
HIS 391*	3	The World Since 1945
HIS 392	3	Twentieth Century U.S. History
HIS 440	4	Colonial America

#### World History Courses

Select a minimum of 12 hours in world history from:

HIS 103	3	World History I
HIS 104	3	World History II
HIS 170	1-4	Selected Topics (approved by advisor)
HIS 211*	3	History and Geography of Latin America <sup>‡</sup>
HIS 212*	3	History and Geography of East Asia <sup>‡</sup>
HIS 213*	3	History and Geography of Africa <sup>‡</sup>
HIS 215*	3	History and Geography of South Asia <sup>‡</sup>
HIS 222	4	Ancient History
HIS 240	3	European Religious History
HIS 250 <sup>†</sup>	1	The Contemporary World
HIS 270	1-4	Selected Topics (approved by advisor)
HIS 311*	3	History and Geography of Latin America <sup>‡</sup>
HIS 312*	3	History and Geography of East Asia <sup>‡</sup>
HIS 313*	3	History and Geography of Africa <sup>‡</sup>
HIS 315*	3	History and Geography of South Asia <sup>‡</sup>
HIS 321*	3	The Modern Middle East
HIS 331	4	Reformation and Enlightenment
HIS 332	4	Modern Europe 1789-Present
HIS 342	4	History of England
HIS 361	4	Russian Civilization
HIS 370	1-4	Selected Topics (approved by advisor)
HIS 391*	3	The World Since 1945

\*Courses in different areas may count only once.

<sup>†</sup>HIS 250 may be repeated.

<sup>‡</sup>Courses with the same titles may not be taken more than once.

#### Electives

Select additional hours of history electives to reach 36 credits in addition to the practicum.

### History/Systems (BS)

The Bachelor of Science degree with a major in History/Systems consists of the 37-39 major hours and curriculum requirements in systems analysis. *All major courses, including systems curriculum courses, must be completed with a grade of C- or better and are included in the major GPA.*

#### Systems Curriculum Requirements

COS 120	4	Introduction to Computational Problem Solving
IAS 330	3	Human Relations in Organizations
MAT 151	4	Calculus I
SYS 101	3	Introduction to Systems
SYS 390	3	Information Systems Analysis
SYS 392	1	Systems Seminar
SYS 394	3	Information Systems Design
SYS 403	3	Operations Management

Select one course from the following:

COS 121	4	Foundations of Computer Science
COS 143	3	Interactive Webpage Design

Select one course from the following:

MAT 210	4	Introductory Statistics
MAT 352	4	Mathematical Statistics

Select one course from the following:

SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

Select one course from the following:

HIS 393	3-4	Practicum
SYS 393	3-4	Practicum

#### Systems Electives

Select at least 3 hours of electives, in addition to those required in the major or systems:

MAT 382	3	Advanced Statistical Methods
MGT 201	3	Introduction to Business
SYS 214	3	Principles of Human Computer Interaction
SYS 310	3	E-Commerce
SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

\*Courses in both areas may count only once.

## History Minor

Students majoring in PPE or a major from another department may add a History minor of 20 hours. *All minor courses must be completed with a grade of C- or better and are included in the minor GPA.*

### Minor Requirements

HIS 130 3 Introduction to History

Select at least 12 hours from either World History or American History.

Select at least 5 hours in the area not selected above.

## International Studies

The International Studies program seeks to assist students in preparing for living and serving in the modern world. The focus of the International Studies curriculum is upon the twenty-first century world and the humane disciplines more than the technical and scientific ones.

Majors from all disciplines who wish to develop a broad understanding of God's people throughout the world and are interested in careers in foreign service, humanitarian agencies, international law, overseas teaching, journalism and other mass media, translation, missions, or international business would clearly benefit from a major or minor in international studies.

Students interested in pursuing a major or minor in this program should consult the program director.

## International Studies (BA)

The major requires completion of 40-44 hours in foundational courses, related field requirements, and a concentration area. Other requirements include a January interterm or semester of international study experience, and a senior paper. In addition, majors must also complete two years of one foreign language. *All major courses, including those in the concentration, must be completed with a grade of C- or better and are included in the major GPA.*

### Foundation Courses

GEO 220 3 Regional Geography  
HIS 103 3 World History I  
HIS 104 3 World History II  
ITS 130 3 Introduction to International Studies  
ITS 393 1-3 Practicum  
POS 150 3 World Politics

### <sup>i</sup>Cross-Cultural Ministries Related Field Courses Requirements

CAS 340 3 Intercultural Communication  
SOC 200 3 Cultural Anthropology (may be taken through TU Online)

Select one course from:

PHI 322 3 World Religions: Western Tradition  
PHI 323 3 World Religions: Eastern Tradition

### Related Field Courses

Select three courses from at least two related fields, which are not in the concentration area. East Asia Studies concentrations must take CAS 340 as one of three courses. <sup>i</sup>Cross-Cultural Ministries concentrations must take the three courses noted above.

### Advanced Modern Language

SPA 305 3 Communication in Spanish  
SPA 310 3 Culture and Civilization of Hispanic America  
SPA 312 3 Culture and Civilization of Spain

### Communication Arts or English

CAS 340 3 Intercultural Communication  
ENG 373 4 Literature of Cultural Diversity  
ENG 444 4 Contemporary Literature

### Business and Economics

ECO 202 3 Principles of Macroeconomics  
ITB 375 3 International Business

### Philosophy and Religion

PHI 322 3 World Religions: Western Tradition  
PHI 323 3 World Religions: Eastern Tradition  
REL 391 3 Preparation and Strategy for Christian World Mission

### Fine Arts

ART 316 3 Asian Art History  
MUS 343 3 Music and World Cultures

### Political Science

POS 374 3 Religious Liberty and Christian Freedom

### Sociology

SOC 200 3 Cultural Anthropology (may be taken through TU Online)

Select one of the following concentration areas and complete a minimum of 15 hours within that concentration:

### African, Asian, and Latin American Studies

Select 15 credit hours from the following:

HIS 311\* 3 History and Geography of Latin America  
HIS 312\* 3 History and Geography of East Asia  
HIS 313\* 3 History and Geography of Africa

HIS 315\* 3 History and Geography of South Asia  
HIS 321 3 The Modern Middle East  
HIS 370 1-4 Selected Topics (approved by advisor)  
HIS 391 3 The World Since 1945

A maximum of 6 hours may be earned from off-campus programs in Africa, Asia, and Latin America.

\*A minimum of two different geographic areas must be completed. A maximum of one course may be taken from the East Asia region (China, Japan, Korea).

### Cross-Cultural Ministries (requires 17 hours)

CMI 100 3 Introduction to Christian Educational Ministries  
CMI 262 3 Personal Foundations for Ministry  
REL 311 3 Foundations of Christian World Mission  
REL 391 3 Preparation and Strategy for Christian World Mission  
REL 432 2 World Mission Area Studies

Select one course from:

BIB 330 3 Acts and the Early Church  
BIB 272 3 Inductive Study of the Bible

### East Asia Studies

HIS 312 3 History and Geography of East Asia  
PHI 323 3 World Religions—Eastern Tradition

Select additional hours from the following to reach 15 credit hours:

ART 316 3 Asian Art History  
IAS 370 3 Selected Topics (approved by advisor)  
ITB 381 3-4 International Business Study Tour  
MUS 343 3 Music and World Cultures

Additional hours from language courses in Chinese or Korean, not counting toward foreign language proficiency, may count toward concentration elective hours with the approval of the department chair. Students must study overseas in China, Japan, or Korea—ITB 381 cannot meet both this requirement and elective hours in the concentration.

International Studies requirements continued on next page

### European Studies

Select <u>1.5</u> credit hours from the following:			HIS 342	4	History of England
HIS 240	3	European Religious History	HIS 361	4	Russian Civilization
HIS 331	4	Reformation and Enlightenment	HIS 370	1-4	Selected Topics (approved by advisor)
HIS 332	4	Modern Europe 1789-Present	HIS 391	3	The World Since 1945

A maximum of 6 hours may be earned from off-campus programs in Europe.

### Middle East Studies

HIS 321	3	The Modern Middle East
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A maximum of 1.5 hours may be earned from the Middle East Studies Program or 2 hours from Jerusalem University College.

### Peace, Reconciliation, and Justice

PSY 357	3	Peace, Reconciliation, and Justice	Select <u>one</u> course from the following:		
Select <u>one</u> course from the following:			PSY 370	1-4	Selected Topics (approved by advisor)
HIS 352	3	African-American History	SOC 220	3	Ethnic and Minority Issues
HIS 310	3	The Modern Civil Rights Movement	SOC 370	1-4	Selected Topics (approved by advisor)
Select <u>one</u> course from the following:			Select <u>one</u> course from the following:		
PHI 322	3	World Religions—Western Tradition	HIS/GEO 311	3	History and Geography of Latin America
PHI 323	3	World Religions—Eastern Tradition	HIS/GEO 312	3	History and Geography of East Asia
			HIS/GEO 313	3	History and Geography of Africa
			HIS/GEO 315	3	History and Geography of South Asia
			HIS/POS 321	3	Modern Middle East

### Spanish Language and Literature

Select <u>1.5</u> credit hours from the following:			SPA 321	3	The Art of Writing Spanish
SPA 304	3	Introduction to Spanish Linguistics	SPA 332	4	Contemporary Spanish American Literature
SPA 305	3	Communication in Spanish	SPA 370	1-4	Selected Topics (approved by advisor)
SPA 310	3	Culture and Civilization of Hispanic America	SPA 422	4	Spanish Literature from 1700 to Present
SPA 312	3	Culture and Civilization of Spain			

A maximum of 1.5 hours may be earned from the Cuenca (Ecuador), Latin American Studies Program, or the Semester in Spain Program.

### World Literature

Select <u>1.5</u> credit hours from the following:			ENG 371	4	The Novel
ENG 212	4	Critical Approaches to Literature	ENG 373	4	Literature of Cultural Diversity
ENG 233	3	Literary London	ENG 444	4	Contemporary Literature
ENG 361	4	Drama	A maximum of <u>4</u> hours may be earned from the Taylor Oxford Studies Program.		
ENG 370	1-4	Selected Topics (approved by advisor)			

### World Politics and Economics

ECO 442	3	Economic Development	Select <u>one</u> course from the following:		
POS 213	3	International Political Economy	HIS 311	3	History and Geography of Latin America
Select <u>two</u> courses from:			HIS 312	3	History and Geography of East Asia
POS 222	3	Comparative Politics	HIS 313	3	History and Geography of Africa
POS 321	3	Modern Middle East	HIS 315	3	History and Geography of South Asia
POS 325	3	American Foreign Policy			
POS 350	3	International Security			

## International Studies/Systems (BS)

The Bachelor of Science degree with a major in International Studies/Systems consists of the 40-44 major hours and foreign language proficiency in addition to curriculum requirements in systems analysis. Other requirements include a January interterm or semester of international study experience, and a senior paper. All major courses, including systems curriculum courses, must be completed with a grade of C- or better and are included in the major GPA.

### Systems Curriculum Requirements

COS 120	4	Introduction to Computational Problem Solving
IAS 330	3	Human Relations in Organizations
MAT 151	4	Calculus I
SYS 101	3	Introduction to Systems
SYS 390	3	Information Systems Analysis
SYS 392	1	Systems Seminar
SYS 394	3	Information Systems Design
SYS 403	3	Operations Management

Select <u>one</u> course from the following:		
COS 121	4	Foundations of Computer Science
COS 143	3	Interactive Webpage Design

Select <u>one</u> course from the following:		
MAT 210	4	Introductory Statistics
MAT 352	4	Mathematical Statistics

Select <u>one</u> course from the following:		
SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

Select <u>one</u> course from the following:		
ITS 393	3-4	Practicum
SYS 393	3-4	Practicum

### Systems Electives

Select at least 3 hours of electives, in addition to those required in the major or systems:

MAT 382	3	Advanced Statistical Methods
MGT 201	3	Introduction to Business
SYS 214	3	Principles of Human Computer Interaction
SYS 310	3	E-Commerce
SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

\*Courses in both areas may count only once.

### Foreign Language Proficiency

Complete four courses\* in one modern language:

___ 101	4	Elementary I
___ 102	4	Elementary II
___ 201	3	Intermediate I
___ 202	3	Intermediate II

\*Foreign Language Proficiency may substitute for any or all foreign language requirements.

## International Studies Minor

The International Studies minor requires 24-26 hours with the completion of the foundational courses and three courses from related fields. *All minor courses must be completed with a grade of C- or better and are included in the minor GPA.*

### Foundation Courses

GEO 220	3	Regional Geography
HIS 103	3	World History I
HIS 104	3	World History II
ITS 130	3	Introduction to International Studies
POS 150	3	World Politics

### Related Field Courses

Select three courses from at least two related fields.

#### Advanced Modern Language

SPA 305	3	Communication in Spanish
SPA 310	3	Culture and Civilization of Hispanic America
SPA 312	3	Culture and Civilization of Spain

#### Business and Economics

ITB 375	3	International Business
ECO 202	3	Principles of Macroeconomics

#### Communication Arts or English

CAS 340	3	Intercultural Communication
ENG 373	4	Literature of Cultural Diversity
ENG 444	4	Contemporary Literature

#### Fine Arts

ART 316	3	Asian Art History
MUS 343	3	Music and World Cultures

#### Geography

GEO 230	3	Political Geography
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#### Philosophy and Religion

PHI 322	3	World Religions: Western Tradition
PHI 323	3	World Religions: Eastern Tradition
REL 391	3	Preparation and Strategy for Christian World Mission

#### Sociology

SOC 200	3	Cultural Anthropology
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## Political Science, Philosophy, and Economics (BA)

The Bachelor of Arts degree with a major in Political Science, Philosophy, and Economics requires two years of sequential study in one foreign language and 46 hours. A minimum of 28 credit hours must be from upper-division courses. *No more than 50% of the credits may overlap with another major or minor. Students may not double major with nor minor in Economics, Philosophy, or Political Science. All major courses must be completed with a grade of C- or better and are included in the major GPA.*

### Political Science Requirements

POS 331	3	Public Policy
POS 361	3	Western Political Thought
POS 462	3	Theories of International Relations

### Philosophy Requirements

Select one course from the following:

PHI 202	3	History of Philosophy I
PHI 203	3	History of Philosophy II

Select one course from the following:

PHI 201	3	Logic
PHI 262	3	Contemporary Moral Issues
PHI 371	3	Principles of Ethics

Select one additional 3-credit hour PHI upper-division (300-/400-level) course

### Economics Requirements

Select one course from the following:

ECO 201	3	Principles of Microeconomics
ECO 202	3	Principles of Macroeconomics

Select one course from the following:

ECO 331	3	Intermediate Microeconomics
ECO 332	3	Intermediate Macroeconomics

Select one course from the following:

ECO 333	3	History of Economic Thought
POS 213	3	International Political Economy

### Additional Major Requirements

Select one course from the following:

ECO 393	4	Practicum
PHI 393	4	Practicum
POS 393	4	Practicum

Select one additional course from the following:

ECO 450	3	Directed Research
ECO 480	3	Seminar
PHI 450	3	Directed Research
PHI 480	3	Seminar
POS 450	3	Directed Research
POS 467	3	Senior Seminar
POS 480	3	Seminar

### Electives

Select 12 additional hours from the following courses\*:

ECO 201	3	Principles of Microeconomics
ECO 202	3	Principles of Macroeconomics
ECO 331	3	Intermediate Microeconomics
ECO 332	3	Intermediate Macroeconomics
ECO 333	3	History of Economic Thought
ECO 360	1-4	Independent Study
ECO 428	3	Money and Banking
ECO 442	3	Economic Development
PHI 110	3	Introduction to Philosophy
PHI 202	3	History of Philosophy I
PHI 203	3	History of Philosophy II
PHI 262	3	Contemporary Moral Issues
PHI 311	3	Medical Ethics
PHI 322	3	World Religions: Western Tradition
PHI 323	3	World Religions: Eastern Tradition
PHI 342	3	Aesthetics
PHI 355	3	Metaphysics
PHI 360	1-4	Independent Study
PHI 371	3	Principles of Ethics
PHI 382	1-3	Ethics Bowl
PHI 420	3	Continental Philosophy
PHI 425	3	Philosophical and Theological Methods
PHI 432	3	Epistemology
PHI 445	3	Philosophy of Mind
PHI 452	3	Philosophy of Religion
POS 100	3	American Politics
POS 150	3	World Politics
POS 213	3	International Political Economy
POS 222	3	Comparative Politics
POS 304	3	Global Governance
POS 312	3	Political Behavior
POS 321	3	Modern Middle East
POS 325	3	American Foreign Policy
POS 327	3	International Law and Justice
POS 345	3	Congress and the Presidency
POS 350	3	International Security
POS 360	1-4	Independent Study
POS 374	3	Religious Liberty and Christian Freedom
POS 385	3	Constitutional Law I: Foundation
POS 386	3	Constitutional Law II: Civil Liberties and Rights

\*A maximum of 9 credit hours of American Studies Program (ASP) credit may count and may only count toward the practicum or elective credits.

## Political Science, Philosophy, and Economics/Systems (BS)

The Bachelor of Science degree with a major in Political Science, Philosophy, and Economics/Systems consists of the 46 hour major and curriculum requirements in systems analysis. A minimum of 28 credit hours, not including Systems, must be from upper-division courses. *All Systems curriculum courses must be completed with a grade of C- or better and are included in the major GPA. No more than 50% of the credits may overlap with another major or minor. Students may not double major with nor minor in Economics, Philosophy, or Political Science. All major courses, including systems curriculum courses, must be completed with a grade of C- or better and are included in the major GPA.*

### Systems Curriculum Requirements

COS 120	4	Introduction to Computational Problem Solving
IAS 330	3	Human Relations in Organizations
MAT 151	4	Calculus I
SYS 101	3	Introduction to Systems
SYS 390	3	Information Systems Analysis
SYS 392	1	Systems Seminar
SYS 394	3	Information Systems Design
SYS 403	3	Operations Management

Select one course from the following:

COS 121	4	Foundations of Computer Science
COS 143	3	Interactive Webpage Design

Select one course from the following:

MAT 210	4	Introductory Statistics
MAT 352	4	Mathematical Statistics

Select one course from the following:

SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

Select one course from the following:

ECO 393	3-4	Practicum
PHI 393	3-4	Practicum
POS 393	3-4	Practicum
SYS 393	3-4	Practicum

### Systems Electives

Select at least 3 hours of electives, in addition to those required in the major or systems:

MAT 382	3	Advanced Statistical Methods
MGT 201	3	Introduction to Business
SYS 214	3	Principles of Human Computer Interaction
SYS 310	3	E-Commerce
SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

\*Courses in both areas may count only once.

## Social Studies Education (BS)

The Bachelor of Science degree in Social Studies Education requires 54 hours in addition to education requirements. *All education curriculum courses must be completed with a grade of C- or better and are included in the major GPA.*

### Social Studies Core

GEO 220	3	Regional Geography
HIS 103	3	World History I
HIS 104	3	World History II
HIS 124	3	History of the United States to 1877
HIS 125	3	History of the United States since 1877
HIS 130	3	Introduction to History
POS 100	3	American Politics

Select one course from the following:

ECO 201	3	Principles of Microeconomics
POS 213	3	International Political Economy

Select one course from the following:

HIS 391	3	The World Since 1945
HIS 392	3	Twentieth Century U.S. History

Select one course from the following:

SOC 100	3	Introduction to Sociology
SOC 200	3	Cultural Anthropology
SOC 220	3	Ethnic and Minority Issues

Select 12 additional credit hours of history electives.

Select 12 additional credit hours of electives from a single concentration: Economics, Geographical Perspectives, Government and Citizenship, Psychology, or Sociology.

### Professional Education

EDU 150	3	Education in America
EDU 222	2	Reading in the Content Area for Secondary Teachers
EDU 260	3	Educational Psychology
EDU 307	2	Discipline and Classroom Management for Secondary Teachers
EDU 309	1	Teaching in Secondary, Junior High/Middle Schools—Special Methods
EDU 328	2	Assessment for Student Learning
EDU 332	2	The Junior High/Middle School
EDU 344	1	Educational Technology in Secondary Education
EDU 384	1	Perspectives on Diversity
EDU 431	15	Supervised Internship in Secondary Schools
SOS 309	2	Teaching Social Studies in Secondary, Junior High/Middle School
SED 220	3	Exceptional Children

### Additional Education Requirements

CAS 110	3	Public Speaking
PSY 340	3	Adolescent Psychology

## Geography Minor

The Geography minor requires 16 hours. *All minor courses must be completed with a grade of C- or better and are included in the minor GPA.*

### Minor Requirements

GEO 220	3	Regional Geography
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Select one course from the following:

ENS 241	4	Physical Geology
GEO 210	4	Physical Geography
GEO 240	3	Introduction to Geology

Select one course from the following:

HIS 211/311	3	History and Geography of Latin America
HIS 212/312	3	History and Geography of East Asia
HIS 213/313	3	History and Geography of Africa
HIS 215/315	3	History and Geography of South Asia

### Electives

Select additional hours not taken (course number or title) to meet the 16 hours:

ENS 242	4	Geology of Indiana
ENS 355	4	Geospatial Analysis
ENS 361	4	Geomorphology
GEO 230	3	Political Geography
GEO 360	1-4	Independent Study
GEO 370	1-4	Selected Topics (approved by advisor)
GEO 393	1-4	Practicum
HIS 211/311	3	History and Geography of Latin America
HIS 212/312	3	History and Geography of East Asia
HIS 213/313	3	History and Geography of Africa
HIS 215/315	3	History and Geography of South Asia
SUS 231	4	Environmental Science, Society, and Sustainability

## International Relations Minor

A minor in International Relations consists of 18 hours. No more than 50% of the credits may overlap with another major or minor. *All minor courses must be completed with a grade of C- or better and are included in the minor GPA.*

### Minor Requirements

POS 361	3	Western Political Thought
POS 462	3	Theories of International Relations

### Electives

Select 12 hours from the following:

POS 150	3	World Politics
POS 213	3	International Political Economy
POS 222	3	Comparative Politics
POS 304	3	Global Governance
POS 321	3	Modern Middle East
POS 325	3	American Foreign Policy
POS 350	3	International Security
POS 374	3	Religious Liberty and Christian Freedom

## Political Science Minor

A minor in Political Science consists of 18 hours. No more than 50% of the credits may overlap with another major or minor. *All minor courses must be completed with a grade of C- or better and are included in the minor GPA.*

### Minor Requirements

POS 232	3	Political Thinking
POS 361	3	Western Political Thought

### Electives

Select four\* courses from the following:

POS 222	3	Comparative Politics
POS 233	3	State and Local Politics
POS 304	3	Global Governance
POS 331	3	Public Policy
POS 345	3	Congress and the Presidency
POS 374	3	Religious Liberty and Christian Freedom

\*9 hours from the American Studies Program may also be used toward minor hours.

## Legal Studies Program

The best preparation for graduate training in the field of law is a regular four-year college academic program leading to the Bachelor of Arts degree. The student's major, chosen in consultation with the pre-law advisor, should be one that enhances reading, writing, and analytical skills.

Normally, the courses are taken during the junior or senior years. If, however, the student plans to participate in an off-campus program, such as the American Studies Program, it may be necessary to take one or two of the courses during the sophomore year. Students should consult with their academic advisors or the pre-law advisor about the best time to take pre-law courses.

## Legal Studies Minor

As a supplement to their major, students may opt for a Legal Studies minor which consists of 18 hours. *All minor courses must be completed with a grade of C- or better and are included in the minor GPA.*

### Minor Requirements

LGS 250	3	Law and Society
LGS 441	3	Principles of Legal Analysis
LGS 442	3	Legal Thought
POS 385	3	Constitutional Law I: Foundation
POS 386	3	Constitutional Law II: Civil Liberties and Rights

Select one course from the following:

MGT 311	3	Business Law
POS 327	3	International Law and Justice

## Geography Courses

### GEO 170 1-4 hours

#### Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

### GEO 210 4 hours

#### Physical Geography

The study of the basic physical characteristics of the earth and the effect of the natural environment upon the activities of humankind. *Meets the foundational core earth science requirement.*

### GEO 220 3 hours

#### Regional Geography

A course offering basic ideas and supporting facts about contemporary world geography. Students study eight world regions: Europe, former Soviet Union, Latin America, Anglo-America, Middle East, Orient, Pacific World and Africa. *Meets the foundational core general social science requirement.*

### GEO 230 3 hours

#### Political Geography

The geographic interpretation of world relations. The relationships of geographic elements to the development of nations both past and present are examined. *Meets the foundational core civic engagement or general social science requirement.*

### GEO 240 3 hours

#### Introduction to Geology

Basic course dealing with the fundamental concepts of physical and historical geology. Three hours of lecture and two hours of lab per week. *Meets the foundational core earth science requirement.*

### GEO 270 1-4 hours

#### Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

### GEO 360 1-4 hours

#### Independent Study

An individualized, directed study involving a specified topic.

### GEO 370 1-4 hours

#### Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

### GEO 393 1-4 hours

#### Practicum

Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. *Offered primarily during summer.*

### GEO 450 1-4 hours

#### Directed Research

Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.

### GEO 480 1-4 hours

#### Seminar

A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.

### GEO 490 1-2 hours

#### Honors

Individualized study or research of an advanced topic within a student's major. *Open to students with at least a 3.00 GPA in the major field.*

## History Courses

All HIS courses 3 credit hours or more may meet the foundational core curriculum history requirement except where indicated. The same course may not meet both the foundational core curriculum history and social science requirements.

### HIS 103 3 hours

#### World History I

A survey of the foundations of civilizations and complex societies across the globe from 3200 BC to AD 1500.

### HIS 104 3 hours

#### World History II

A survey of the early modern and modern world (AD 1500 to present), with attention given to international economic, political, and cultural contact, and its consequences for peoples and cultures.

### HIS 124 3 hours

#### History of the United States to 1877

A survey of the social, political, and cultural development of the people of the United States from the colonization period through Reconstruction.

### HIS 125 3 hours

#### History of the United States since 1877

A survey of the social, political, and cultural development of the people of the United States from Reconstruction to the present.

### HIS 130 3 hours

#### Introduction to History

An introduction to the discipline of history. Emphasis is placed on acquainting students with the major components of historical inquiry, current issues in the field, computer applications and fundamental questions relative to the philosophy of history. *Required for history majors. Will not meet foundational core history requirement.*

### HIS 170 1-4 hours

#### Selected Topics

A course offered on a subject of interest but not listed as a regular course offering. *Departmental approved is needed to meet the foundational core history requirement.*

### HIS 211 3 hours

#### History and Geography of Latin America

Historical and geographical study of the nations between the Rio Grande River and Cape Horn. Attention is given to the development of each Latin American area and its relationship to the United States. *Meets foundational core general social science requirement.*

### HIS 212 3 hours

#### History and Geography of East Asia

An examination of the histories of China, Japan, and Korea from their earliest foundations to the contemporary era, with particular emphasis on the political, religious, philosophical and cultural underpinnings of these societies. The geographic aspects of the region are also included. *Meets foundational core general social science requirement.*

### HIS 213 3 hours

#### History and Geography of Africa

A study of the historic, physical, and cultural aspects of Africa, with primary emphasis on sub-Saharan Africa and including the significant role Africa plays in the modern world. *Meets foundational core general social science requirement. Offered fall semester.*

### HIS 215 3 hours

#### History and Geography of South/Southeast Asia

An exploration of the political, cultural, and religious development of the Indian subcontinent from 2500 B.C. to the modern era, as well as a survey of Southeast Asia with a focus on Indonesia, the Philippines, Thailand, Singapore and Vietnam. The course includes study of the impact of geography on the region's people and history. *Meets foundational core general social science requirement.*

### HIS 222 4 hours

#### Ancient History

An examination of the ancient Near East and Mediterranean civilizations from Sumer through the late Roman Empire.

### HIS 230 3 hours

#### American Religious History

A study of the historical development in the United States of such movements as Puritanism, revivalism, the social gospel, Judaism, Catholicism and variant forms of Protestantism. *Offered fall semester.*

### HIS 240 3 hours

#### European Religious History

A survey of the development of Christianity and Judaism in Europe from the Roman Empire to the contemporary era, with special emphasis on the early church, the conversion of the barbarians, the medieval church, the Reformation, Pietism, 19<sup>th</sup> century reform movements and the impact of World Wars I and II.

### HIS 250 1 hour

#### The Contemporary World

A discussion class reviewing and evaluating the major world news events. Students are expected to read regularly a major news magazine or newspaper. *Will not meet foundational core history requirement. May be repeated.*

### HIS 270 1-4 hours

#### Selected Topics

A course offered on a subject of interest but not listed as a regular course offering. *Departmental approved is needed to meet the foundational core history requirement.*

### HIS 310 3 hours

#### The Modern Civil Rights Movement

This course examines the modern Civil Rights Movement in the United States. The focus is on the years 1954-1970, but significant attention is also placed on the background to and aftermath of this period. *This course is offered in both on-campus and travel-study formats.*

### HIS 311 3 hours

#### History and Geography of Latin America

See HIS 211.

### HIS 312 3 hours

#### History and Geography of East Asia

See HIS 212.

### HIS 313 3 hours

#### History and Geography of Africa

See HIS 213.

### HIS 315 3 hours

#### History and Geography of South/Southeast Asia

See HIS 215.

### HIS 321 3 hours

#### Modern Middle East

See POS 321.

### HIS 323 3 hours

#### Women in American History

A survey of women in America from the colonial era to the present. Emphasis is placed on the historical experience of women in terms of perceptions, restrictions and resistance and activities.

### HIS 331 4 hours

#### Reformation and Enlightenment

Historical study of Europe from Luther to the Bastille, including the Ages of the Reformation, Absolutism and the Enlightenment.

### HIS 332 4 hours

#### Modern Europe 1789-Present

A study of Europe from the French Revolution to the creation of the European Union. Emphasis is placed on the political, social, economic, and intellectual aspects of this period. *Prerequisites: HIS 103 and 104.*

### HIS 342 4 hours

#### History of England

A study of English political, constitutional, cultural and intellectual developments, the growth of the British Empire and international relations.

### HIS 351 3 hours

#### American Diplomatic History

A survey of the diplomatic relations of the United States from the period of the American Revolution to the present.

### HIS 352 3 hours

#### African-American History

A survey of African-American history from African origins through the modern civil rights movement. Emphasis is placed on the oppression and resistance to oppression that characterize the African-American experience. *Offered spring semester.*

### HIS 360 1-4 hours

#### Independent Study

An individualized, directed study involving a specified topic. *Does not meet the foundational core history requirement.*

### HIS 361 4 hours

#### Russian Civilization

A study of the development of the Russian nation, its people and culture from Varangian beginnings through czarist rule, and the Soviet Union to 1945. Emphasis is placed on certain periods and personalities, including the Kievan era, Peter the Great, Catherine the Great, tsars of the nineteenth century, the 1917 Revolution, Lenin and Stalin.

<b>HIS 370</b> <b>Selected Topics</b> A course offered on a subject of interest but not listed as a regular course offering. <i>Departmental approval is needed to meet the foundational core history requirement.</i>	<b>1-4 hours</b>
<b>HIS 371</b> <b>Civil War Era (1820-1880)</b> A study of the most dominant public issue in mid-nineteenth century America, namely the sectional conflict stemming from the issue of slavery. The course gives major emphasis to: (1) the institutions, ideas and events that led to the Civil War; (2) the war itself; and (3) the reconstruction of the Union.	<b>3 hours</b>
<b>HIS 385</b> <b>Constitutional Law I: Foundation</b> See POS 385.	<b>3 hours</b>
<b>HIS 386</b> <b>Constitutional Law II: Civil Liberties and Rights</b> See POS 386.	<b>3 hours</b>
<b>HIS 391</b> <b>The World Since 1945</b> An examination of key world events in Africa, Asia, Europe, Latin America, and the United States and Canada since World War II. The emphasis is on the political and economic development, though cultural and social aspects are also included.	<b>3 hours</b>
<b>HIS 392</b> <b>Twentieth Century U.S. History</b> A study of the political, military, economic, and cultural development of the nation during its rise to world prominence. <i>Prerequisite: HIS 124 and 125.</i>	<b>3 hours</b>

### International Studies Courses

<b>ITS 130</b> <b>Introduction to International Studies</b> Required for international studies majors, this course introduces students to cross-cultural issues, international current events, and international career opportunities. <i>Offered spring semester.</i>	<b>3 hours</b>
<b>ITS 170</b> <b>Selected Topics</b> A course offered on a subject of interest but not listed as a regular course offering.	<b>1-4 hours</b>
<b>ITS 270</b> <b>Selected Topics</b> A course offered on a subject of interest but not listed as a regular course offering.	<b>1-4 hours</b>
<b>ITS 370</b> <b>Selected Topics</b> A course offered on a subject of interest but not listed as a regular course offering.	<b>1-4 hours</b>
<b>ITS 393</b> <b>Practicum</b> Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. <i>Offered primarily during summer.</i>	<b>1-4 hours</b>
<b>ITS 450</b> <b>Directed Research</b> Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.	<b>1-4 hours</b>
<b>ITS 480</b> <b>Seminar</b> A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.	<b>1-4 hours</b>
<b>ITS 490</b> <b>Honors</b> Individualized study or research of an advanced topic within a student's major. <i>Open to students with at least a 3.00 GPA in the major field.</i>	<b>1-2 hours</b>

### Legal Studies Courses

<b>LGS 170</b> <b>Selected Topics</b> A course offered on a subject of interest but not listed as a regular course offering.	<b>1-4 hours</b>
<b>LGS 250</b> <b>Law and Society</b> Examines the role of laws and the legal system in a societal context. Topics include the structure and function of the federal and state judicial systems, relationship of courts to legislatures and administrative agencies, and critical analyses of law as a tool for preserving social order and effecting change. The course will include a comparative study of legal systems and a discussion of the rule of law and development of democratic institutions of government. Students will also address the cultural view of law, lawyers, and the legal system including a consideration of law as a vocation for Christ followers.	<b>3 hours</b>
<b>LGS 270</b> <b>Selected Topics</b> A course offered on a subject of interest but not listed as a regular course offering.	<b>1-4 hours</b>
<b>LGS 360</b> <b>Independent Study</b> An individualized, directed study involving a specified topic.	<b>1-4 hours</b>
<b>LGS 370</b> <b>Selected Topics</b> A course offered on a subject of interest but not listed as a regular course offering.	<b>1-4 hours</b>
<b>LGS 393</b> <b>Practicum</b> Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. <i>Offered primarily during summer.</i>	<b>1-4 hours</b>
<b>LGS 441</b> <b>Principles of Legal Analysis</b> Taught by an attorney, this course is designed for those who expect to attend law school. Students gain experience with the writing, reading and critical thought levels expected of all law students.	<b>3 hours</b>
<b>LGS 442</b> <b>Legal Thought</b> An overview of ancient, modern, and contemporary theories of the law. The course explores the nature of law and its relationship to politics, morality and ethics. <i>Prerequisite: MGT 311 or permission of instructor.</i>	<b>3 hours</b>
<b>LGS 450</b> <b>Directed Research</b> Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.	<b>1-4 hours</b>
<b>LGS 480</b> <b>Seminar</b> A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.	<b>3 hours</b>
<b>LGS 490</b> <b>Honors</b> Individualized study or research of an advanced topic within a student's major. <i>Open to students with at least a 3.00 GPA in the major field.</i>	<b>1-2 hours</b>



## Political Science Courses

**POS 100** 3 hours  
**American Politics**  
 Primary emphasis is given to the relationship between the theories and ideals of democracy and the actual practice of making and implementing policy. The course considers the constitutional system, as well as the institutions of American government. *Meets foundational core civic engagement or general social science requirements. Offered fall semester.*

**POS 150** 3 hours  
**World Politics**  
 Surveys the development of the international political system and the relations among nation-states, international organizations and other entities. Gives special attention to war, conflict resolution, and international law. *Meets foundational core civic engagement or general social science requirements.*

**POS 170** 1-4 hours  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**POS 213** 3 hours  
**International Political Economy**  
 Examines trade, development and environmental protection as issues involving both states and non-state actors in world politics. Uses case studies to consider the relationship between Christian ethics and the wealth and poverty of nations. *Meets foundational core civic engagement or general social science requirements. Offered spring semester.*

**POS 222** 3 hours  
**Comparative Politics**  
 Studies political institutions and processes in selected countries. Focuses on political culture, democracy, and factors affecting how well governments function. *Meets general social science requirement. Offered fall semester of even years.*

**POS 232** 3 hours  
**Political Thinking**  
 Introduces students to central concepts and theories of politics and engages students in critical analysis of those concepts and theories. Special consideration is given to key works on the integration of Christianity and politics. *Offered spring semester.*

**POS 233** 3 hours  
**State and Local Politics**  
 This course is designed to introduce the student to the theory, function, institutions, processes, policies, and operations of state and local government and politics. The increase in the importance and status of state and local politics and policy in meeting the needs of its citizens necessitates such a course, particularly with the increasing complexity of constitutional challenges, policy advocacy and innovation, and intergovernmental relations. During times of economic and political crises, and the increasing expansion of national governmental legal and regulatory authority, state and local government politics is under increasing pressure to adapt during times of economic and constitutional crisis. It is imperative that students have a solid understanding of how state and local governments and politics work with the non-profit and private sectors.

**POS 270** 1-4 hours  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**POS 304** 3 hours  
**Global Governance**  
 The course begins by surveying different approaches to the study of security. It then takes a thematic approach. It considers whether liberal democracies are different from other types of state in relation to war and attitudes to the laws or war. It also examines the issues of nuclear weapon, terrorism, controls on conventional arms transfers, ethnic conflict, the news media and public opinion, humanitarian intervention, the occupation of Iraq, Christians' war and pacifism, and the relationships between security and development. Designed to serve as a foundation for participation in the American National Model United Nations (AMUN) simulation. *Offered fall semester.*

**POS 312** 3 hours  
**Political Behavior**  
 A description and examination of the voting behavior of the American people and opinions about candidates, political parties and public policy. Some attention is also given to the formation of public opinion in a democratic polity. *Meets general social science requirement. Offered spring semester of odd years.*

**POS 321** 3 hours  
**Modern Middle East**  
 A political history of Southwest Asia and North Africa in the 20th century. Special attention is given to the variety of governments in the region, Islam and politics and domestic and international conflict. *Meets general social science requirement. Offered spring semester.*

**POS 325** 3 hours  
**American Foreign Policy**  
 Uses case studies of major events in U.S. foreign relations since World War II to consider the relationship between morality and politics. Includes an overview of the process of making and implementing foreign policy within the U.S. government. *Offered fall semester of odd years.*

**POS 327** 3 hours  
**International Law and Justice**  
 International Law and Justice offers students an overview of the role of law in international affairs and the benefits and challenges of supranational legal structures, including international organizations, conventions, and other bilateral and multilateral arrangements. The course will commence with an analysis of the foundational definitions and components of international law and the often-complicated relationships between domestic legal systems and international legal frameworks. Students then will explore in greater depth several specific content areas of international law, including trade, the environment, security, and human rights. The course also will provide an opportunity for critical engagement with the concept of justice in the development and application of international law, particularly for vulnerable and marginalized individuals and communities, as well as the theological foundations of justice. Throughout the course, students will have opportunities to discuss the unique expectations and opportunities for Christ followers to pursue justice in a global context.

**POS 331** 3 hours  
**Public Policy**  
 An extensive examination of the interaction between Congress and the Presidency in making public policy. The course focuses on major theories of public policy and examines governmental policy-making from these perspectives. *Meets civic engagement or general social science requirement. Offered fall semester.*

**POS 341** 3 hours  
**Introduction to Public Administration**  
 The study of public administration encompasses several central or core activities of government that are performed by skilled and technically competent public administrators. Public administration is to implement public policy that benefits the public interest. This course will provide an overview of the various elements of public bureaucracy, administration, and management, federalism and intergovernmental relations, organization theory and behavior, decision-making, budgeting, human resource management, program planning, ethical issues, and more. The course will combine lecture, discussion, and in-class and out-of-class "action steps" that will allow the undergraduate student to better understand and appreciate the role and purpose of the committed civil servant.

**POS 344** 3 hours  
**Campaigns and Elections**  
 This course will examine the foundation and development of campaigns and elections in the US. In addition, it will also focus on the role of political parties and media and political communication. Students will engage in actual campaign and electoral behavior activity. Participation as a volunteer in an actual campaign is expected as part of course requirements. *Recommended course pre-requisite: POS 100 and sophomore standing. Offered every two years coinciding with fall election cycle.*

**POS 345** 3 hours  
**Congress and the Presidency**  
 Studies congressional processes such as leadership, committees and rules and the role of the President in American politics. Special emphasis is given to the interaction between Congress and the President in formulating public policy. *Offered spring semester of even years.*

**POS 350** 3 hours  
**International Security**  
 The concept of security is used very frequently in relation to international issues. This course introduces students to the study of international security, including theoretical, normative, and policy issues. *Offered January interterm.*

**POS 360** 1-4 hours  
**Independent Study**  
 An individualized, directed study involving a specified topic.

**POS 361** 3 hours  
**Western Political Thought**  
 A survey of major thinkers from Plato to the present through discussion of perennial issues such as individualism and community, liberty and equality and governmental power. *Offered fall semester.*

**POS 370** 1-4 hours  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**POS 374** **3 hours**  
**Religious Liberty and Christian Freedom**  
 This course introduces students to the subject of religious liberty and Christian freedom, analyzing the nature of freedom and the position of Christianity as foundational to liberty. Students are then exposed to a comparative analysis of hostility and persecution, its development, and its typology. *Offered spring semester.*

**POS 385** **3 hours**  
**Constitutional Law I: Foundation**  
 Considers the development of judicial review in relation to the powers of the President and Congress. Focuses on judicial interpretations of the commerce and taxing clauses, as well as state powers under the due process clause of the 14<sup>th</sup> Amendment. *Offered fall semester.*

**POS 386** **3 hours**  
**Constitutional Law II: Civil Liberties and Rights**  
 Focus is on the Bill of Rights and the equal protection clause of the 14<sup>th</sup> Amendment. Considers such topics as freedoms of speech, press and religion, the civil rights movement and the controversy over privacy rights. *Offered spring semester.*

**POS 393** **1-4 hours**  
**Practicum**  
 Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. *Offered primarily during summer.*

**POS 450** **1-4 hours**  
**Directed Research**  
 Investigative learning involving closely directed research and the use of such facilities as the library or laboratory. *Advanced work under the supervision of a professor in connection with a special project or to enhance preparation for graduate work.*

**POS 462** **3 hours**  
**Theories of International Relations**  
 International Relations as a discipline has always been characterized by the extensive and significant theoretical ferment. This course will provide an overview of key theoretical traditions in International Relations and their evolution and contestations in recent year. *Offered in odd years.*

**POS 465** **2 hours**  
**Senior Paper**  
 A journal-length analytical research paper based on scholarship in the field that is related to the student's chosen topic. Fulfills the senior comprehensive requirement.

**POS 467** **3 hours**  
**Senior Seminar**  
 Senior Seminar is designed to accomplish three goals: 1) engage the political science graduating seniors in an overall assessment of the theory and practice of political science and international relations, largely through approved and required readings and writing projects; 2) provide the opportunity for political science graduating seniors to develop a comprehensive and integrative faith and learning component into a final research and writing project; and 3) to provide political science graduating seniors to present their research findings before an on campus and/or off campus audience, including faculty and peers.

**POS 480** **1-4 hours**  
**Seminar**  
 A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.

**POS 490** **1-2 hours**  
**Honors**  
 Individualized study or research of an advanced topic within a student's major. *Open to students with at least a 3.00 GPA in the major field.*

## Social Studies Courses

**SOS 309** **2 hours**  
**Teaching Social Studies in Secondary, Junior High/Middle School**  
 This course is a junior level secondary social studies methods course in which various aspects of classroom instruction are addressed including standards, unit and lesson planning, teaching strategies, questioning and critical thinking skills, P-12 student learning, and assessment. *Prerequisites: EDU 150 and EDU 260.*

## Notes

# Liberal Arts

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The Associate of Arts degree in Liberal Arts is offered for students who desire a two-year program that emphasizes a breadth of knowledge. It is not to be taken with nor awarded with any baccalaureate degree.

A 43 hour core of courses from a variety of academic disciplines is combined with 14 hours from the student's concentration area and elective hours to total 64 credit hours.

The area of concentration (or a combination of related areas if sufficient offerings are not available in one selected field of study) must be approved by the Dean of the School of Humanities, Arts, and Biblical Studies.

## Liberal Arts (AA)

### Core Requirements

BIB 110	3	Biblical Literature I
BIB 210	3	Biblical Literature II
COS 104	2	Computing and Culture – Applications and Context
ENG 110	3	Expository Writing
HUM 230	4	Art as Experience
IAS 101	1	First Year Experience
IAS 110	3	Foundations of the Christian Liberal Arts
KIN 100	2	Fitness for Life
KIN 200	1	General Physical Education
REL 313	3	Historic Christian Belief

Select one course from the following:

CAS 110	3	Public Speaking
CAS 120	3	Interpersonal Communication

Select one literature course from:

ENG 230	3	World Literature
ENG 240	3	American Literature
ENG 250	3	British Literature

Select one science or mathematics course.

Select one history course.

Select one social science course.

Select one cross-cultural course.

### Concentration Requirements

Complete at least 14 hours within an approved concentration area.

### Electives

Select enough electives to reach the 64 credit hour requirement.

## Notes

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# Modern Languages

**Chair, Professor A. Chang**  
**Professor E. Messer**  
**Instructor G. Hoffman**

The department of modern languages provides the opportunity for students to develop their communication skills in another language in order to gain linguistic, cultural, and literary understanding and to interact meaningfully with people from other cultures. The department prepares students for the future, whether that means sharing their faith, conversing with a neighbor whose first language is not English, or performing a job in the professional realm.

In addition to offering foreign language courses to meet the two-year language requirement for the Bachelor of Arts degree, the department offers teaching and non-teaching majors and a minor in Spanish.

Majors will need to take courses abroad in order to complete the departmental requirements. In all cases, the department must approve the study abroad courses in advance.

## Spanish (BA)

The Bachelor of Arts degree with a major in Spanish requires a minimum of 30 hours. Majors will need to take 16 credits abroad in order to complete the departmental requirements. A minimum of 15 credit hours must be completed through Taylor and approved off-campus programs. A maximum of 15 credit hours may be met through transfer courses and AP/CLEP testing. *All major courses must be completed with a grade of C- or better and are included in the major GPA.*

### Major Requirements

SPA 201*	3	Intermediate Spanish I
SPA 202*	3	Intermediate Spanish II
SPA 302	3	Introduction to Spanish Linguistics
SPA 305	3	Communication in Spanish

Select 2 hours from the following:

SPA 310	3	Culture and Civilization of Hispanic America
SPA 370	1-3	Selected Topics (approved by advisor)
SPA 450	1-3	Directed Research
SPA 480	1-3	Seminar

\*SPA 201 and/or 202 may be taken as part of the program for approved students. Credit for SPA 201 and 202 may be earned through the College Board Advanced Placement Program (AP) prior to enrollment at Taylor, by completing one upper-level course with a minimum grade of B- or better. The upper-level course must be the first Taylor Spanish course taken at Taylor. Credit may also be earned through the College-Level Examination Program (CLEP). The CLEP test should be completed by the end of the freshman year. Refer to **Language Requirement for Bachelor of Arts Degree** on page 34.

*Students are required to register for 16 credits for the semester. Participation in the program must be approved by the Department of Modern Languages.*

### Off-Campus Requirements

Select 16 hours from the following approved off-campus programs:

#### January Program\* (Chile, Peru, Cuba, Puerto Rico)

SPA 3__	3	Spanish Language Study
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#### Summer in Ecuador\*

SPA 3__	6	Spanish Language Study
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#### Summer in Spain\*

SPA 3__	6	Spanish Language Study
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#### Latin American Studies Program†

LAS 300	6	Spanish Acquisition
LAS 315	3	Perspectives on Latin America
LAS 318	1-3	Regional Study Travel
LAS 350	3	Language and Literature Seminar
LAS 355	3	Community Immersion/Internship

#### Semester in Spain†

SIS 304	4	Spanish Short Story
SIS 306	4	History of Spanish Art
SIS 307	1-2	Modern Spanish Culture
SIS 311	4	History and Civilization of Spain
SIS 312	4	Spain of Three Cultures
SIS 352	4	Advanced Grammar and Composition
SIS 355	4	Spanish Literature
SIS 401	4	Advanced Communication in Spanish
SIS 407	4	20th Century Spanish Theater
SIS 408	4	La Historia de España en el Siglo X

## Spanish Education (BS)

The Bachelor of Science degree in Spanish Education consists of the 30 hour major in addition to education curriculum courses. Majors will need to take courses abroad in order to complete the departmental requirements. A minimum of 15 of the 30 major credit hours above must be completed through Taylor and approved off-campus programs. A maximum of 15 of the 30 major credit hours above may be met through transfer courses and AP/CLEP testing. *All major courses, including education curriculum courses, must be completed with a grade of C- or better and are included in the major GPA.*

### Professional Education

EDU 150	3	Education in America
EDU 222	2	Reading in the Content Area for Secondary Teachers
EDU 260	3	Educational Psychology
EDU 307	2	Discipline and Classroom Management for Secondary Teachers
EDU 309	1	Teaching in Secondary, Junior High/Middle Schools—Special Methods
EDU 328	2	Assessment for Student Learning
EDU 332	2	The Junior High/Middle School
EDU 344	1	Educational Technology in Secondary Education
EDU 384	1	Perspectives on Diversity
EDU 431	15	Supervised Internship in Secondary Schools
MDL 309	2	Teaching Modern Languages in Secondary, Junior High/Middle School
SED 220	3	Exceptional Children

### Additional Education Requirements

CAS 110	3	Public Speaking
PSY 340	3	Adolescent Psychology

## Spanish Minor

The minor in Spanish requires a minimum of 15 hours. A minimum of 8 minor credits hours must be taken through Taylor and approved off-campus programs. All minor courses must be completed with a grade of C- or better and are included in the minor GPA.

### Minor Requirements

SPA 201*	3	Intermediate Spanish I
SPA 202*	3	Intermediate Spanish II
SPA 305	3	Communication in Spanish

\*SPA 201 and 202 may be taken as part of the summer program in Ecuador for approved students. Credit for SPA 201 and 202 may be earned through the College Board Advanced Placement Program (AP) prior to enrollment at Taylor, by completing one upper-level course with a minimum grade of B- or better. The upper-level course must be the first Taylor Spanish course taken at Taylor. Credit may also be earned through the College-Level Examination Program (CLEP). The CLEP test should be completed by the end of the freshman year. Refer to **Language Requirement for Bachelor of Arts Degree** on page 34.

<sup>1</sup>Students are required to register for 16 credits for the semester. Participation in the program must be approved by the Department of Modern Languages and Off-Campus Programs.

### Additional Requirements

Select 6 hours from the following:

#### On-Campus Courses

SPA 302	3	Introduction to Spanish Linguistics
SPA 310	3	Culture and Civilization of Hispanic America
SPA 370	1-3	Selected Topics (approved by advisor)
SPA 450	1-3	Directed Research
SPA 480	1-3	Seminar

#### January Program\* (Chile, Peru, Cuba, Puerto Rico)

SPA 3__	3	Spanish Language Study
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#### Summer in Ecuador\*

SPA 3__	6	Spanish Language Study
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#### Summer in Spain\*

SPA 3__	6	Spanish Language Study
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#### Latin American Studies Program†

LAS 300	6	Spanish Acquisition
LAS 315	3	Perspectives on Latin America
LAS 318	1-3	Regional Study Travel
LAS 350	3	Language and Literature Seminar
LAS 355	3	Community Immersion/Internship

#### Semester in Spain†

SIS 304	4	Spanish Short Story
SIS 306	4	History of Spanish Art
SIS 307	1-2	Modern Spanish Culture
SIS 311	4	History and Civilization of Spain
SIS 312	4	Spain of Three Cultures
SIS 352	4	Advanced Grammar and Composition
SIS 355	4	Spanish Literature
SIS 401	4	Advanced Communication in Spanish
SIS 407	4	20th Century Spanish Theater
SIS 408	4	La Historia de España en el Siglo X

## Chinese Courses

### CHI 101 4 hours Elementary Chinese I

The skills of listening, speaking, and writing are taught in the context of daily happenings in the Chinese-speaking world. The essentials of grammar are studied. Lab activities are provided. Offered fall semester.

### CHI 102 4 hours Elementary Chinese II

See CHI 101. Prerequisite CHI 101. Offered spring semester.

### CHI 201 3 hours Intermediate Chinese I

Emphasis is placed on the conversational approach with additional reading and writing. Prerequisite: CHI 102. Offered fall semester.

### CHI 202 3 hours Intermediate Chinese II

See CHI 201. Prerequisite CHI 201. Offered spring semester.

## French Courses

### FRE 101 4 hours Elementary French I

Stresses reading and the use of spoken language, including the essentials of grammar, and offers an introduction to French culture. Includes coordinated lab activities. Offered as needed.

### FRE 102 4 hours Elementary French II

See FRE 101. Prerequisite FRE 101. Offered as needed.

### FRE 201 3 hours Intermediate French I

Continues and builds upon the approach of FRE 101 and 102 through grammar review and intensive reading. Language lab activities are provided to promote oral communication. Prerequisite FRE 102.

### FRE 202 3 hours Intermediate French II

See FRE 201. Prerequisite FRE 201.

## Spanish Courses

### SPA 101 4 hours

#### Elementary Spanish I

The skills of listening, speaking, reading, and writing are taught in the context of daily happenings in the Spanish-speaking world. The essentials of grammar are studied. Lab activities are provided.

### SPA 102 4 hours

#### Elementary Spanish II

See SPA 101. Prerequisite: SPA 101.

### SPA 170 1-4 hours

#### Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

### SPA 201 3 hours

#### Intermediate Spanish I

Emphasis is placed on the conversational approach with additional reading and writing. Prerequisite: SPA 102.

### SPA 202 3 hours

#### Intermediate Spanish II

See SPA 201. Prerequisite: SPA 201.

### SPA 270 1-4 hours

#### Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

### SPA 301 3-6 hours

#### Spanish Conversation I

Intensive practice in oral Spanish to increase fluency and authenticity through activities and conversation in Cuenca, Ecuador.

### SPA 304 3 hours

#### Introduction to Spanish Linguistics

Introduction to the way the Spanish language is structured and to the various subfields of linguistic analysis, such as morphology, syntax, and semantics. Students will be required to analyze the linguistic structure of sounds, words, and phrases. Prerequisite: SPA 305 or instructor's permission.

### SPA 305 3 hours

#### Communication in Spanish

A course designed for the promotion of oral proficiency that focuses on interpersonal and academic discourse of cultural topics related to the Spanish-speaking world. Prerequisite: SPA 202.

NOTE: SPA 305 or instructor's permission is a prerequisite to all higher upper-division Spanish courses.

### SPA 310 3 hours

#### Culture and Civilization of Hispanic America

An historical/cultural overview of the people, and the political, economic, and social forces that have shaped Spanish-speaking countries in the western hemisphere from the 15th century through the contemporary period. Prerequisite: SPA 305 or instructor's permission.

### SPA 321 3 hours

#### The Art of Writing Spanish

An advanced workshop experience in the writing of Spanish. Includes a review of grammar and mechanics and practice in several expository modes, including a formal research paper. Prerequisite: SPA 305 or instructor's permission.

### SPA 360 1-4 hours

#### Independent Study

An individualized, directed study involving a specified topic. Prerequisite: SPA 305 or instructor's permission.

### SPA 370 1-4 hours

#### Selected Topics

A course offered on a subject of interest but not listed as a regular course offering. Prerequisite: SPA 305 or instructor's permission.

### SPA 393 1-4 hours

#### Practicum

Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. Prerequisite: SPA 305 or instructor's permission. Offered primarily during summer.

### SPA 450 1-4 hours

#### Directed Research

Investigative learning involving closely directed research and the use of such facilities as the library or laboratory. Prerequisite: SPA 305 or instructor's permission.

### SPA 480 1-4 hours

#### Seminar

A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion. Prerequisite: SPA 305 or instructor's permission.

### SPA 490 1-2 hours

#### Honors

Individualized study or research of an advanced topic within a student's major. Open to students with at least a 3.00 GPA in the major field. Prerequisite: SPA 305 or instructor's permission.

## Modern Languages Courses

### MDL 309 2 hours

#### Teaching Modern Languages in Secondary, Junior High/Middle School

This course is designed to provide students with fundamental linguistic knowledge of Spanish and French and the application of this knowledge to different aspects of instruction of Spanish/French and to language learning and teaching in bilingual situations. Those aspects include the acquisition of first and second language, the methodologies of foreign language instruction, socio-cultural variables and general knowledge of Spanish morphology and grammar, and understanding the difficulties of English-speaking students in Spanish class. This course consists of three major parts: (1) second language acquisition; (2) Spanish/French grammar approached from the teacher perspective; and (3) sociolinguistics, instructional technology and language assessment. Prerequisites: EDU 150, 260, approval into the teacher education program, and junior status.

## Notes

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# Music, Theatre, and Dance

**Co-Chair, Professor C. Bade**  
**Co-Chair, Music Program Director, Professor A. Harrison**  
**Co-Chair, Theatre and Dance Program Director, Assistant Professor T. Manning**  
**Professors D. Collins, L. Harshenin, J. Rediger, P. Robertson**  
**Associate Professor C. Angell**  
**Assistant Professor E. Kwan**

The Department of Music, Theatre, and Dance exists with a three-fold purpose: to equip students with discipline specific skills and experiences needed for their future academic and professional work; to educate students and the community in the value and integrity of music, theatre, and dance as expressive art forms; and to present performances and productions that creatively engage the minds and hearts of the community.

The department offers the Bachelor of Arts degree, Bachelor of Fine Arts degree, Bachelor of Science degree, and Bachelor of Music degree programs. A Department of Music, Theatre, and Dance handbook, outlining all areas of degree concentration and operational policies, is available on the Taylor University web site and from the department offices. Students in the BS in Music with concentration in Marketing or Management may apply for an off-campus semester in Nashville, Tennessee, for the purpose of more focused study in contemporary music. Please consult the appendix of the Department of Music, Theatre, and Dance handbook; for more details, refer to **Contemporary Music Center** on page 50.

The department provides minors in Church Music Ministries, Keyboard Pedagogy, Composition, Applied Music, and Theatre Arts.

Taylor University is an institutional member of the National Association of Schools of Music (NASM).

A senior performance recital or project is required for all music degree programs. Performance guidelines for juries, proficiencies and recitals/projects may be found in the department handbook

## Music (BA)

The Bachelor of Arts degree with a major in Music requires completion of 53-55 hours and two years, sequential study in one foreign language. This degree is designed for students who are primarily interested in a liberal arts degree program with a focus in music. This broadly based degree program has as its foundation the study of music, history, theory, and literature. The program prepares students for diverse career opportunities or graduate study. *All major courses must be completed with a grade of C- or better and are included in the major GPA.*

### Major Requirements

#### Applied Primary Instrument

Select 10 hours<sup>†</sup> from:

MUS 100__	1-4	Applied Lesson
MUS 200__	1-4	Applied Lesson
MUS 300__	1-4	Applied Lesson
MUS 400__	1-4	Applied Lesson

#### Voice Requirements (Required for majors with Voice as primary instrument)

MUS 118 <sup>†</sup>	1	Vocal Diction I
MUS 119 <sup>†</sup>	1	Vocal Diction II

<sup>†</sup>MUS 118, MUS 119, and 8 hours of Applied Lesson—Voice are required for majors with Voice as primary instrument.

#### Applied Secondary Instrument

Select 2 additional hours from:

MUS 100__	1-4	Applied Lesson
MUS 200__	1-4	Applied Lesson

#### Ensembles

Select 8 credit hours from:

MUS 210AC, 210GC, 210HC, 210JC, 210JE, 210LT, 210PB, 210TR, 210TS, 210UC, 240, 280, 290, 310AC, 310GC, 310HC, 310JC, 310JE, 310LT, 310PB, 310TR, 310TS, 310UC, 340, 380, 390

### Additional Major Requirements

MUS 101	0-1	Fundamentals of Music (or competency)
MUS 124	3	Music Theory and Harmony I
MUS 124L	1	Music Theory and Harmony I Lab
MUS 125	3	Music Theory and Harmony II
MUS 125L	1	Music Theory and Harmony II Lab
MUS 131	1	Introduction to Music I
MUS 132	2	Introduction to Music II
MUS 201	1	Computers, Technology, and Music
MUS 224	3	Music Theory and Harmony III
MUS 224L	1	Music Theory and Harmony III Lab
MUS 361	2	Conducting I
MUS 371	3	History and Literature I
MUS 372	3	History and Literature II
MUS 472	3	History—Literature III

Select one course from the following:

MUS 243	3	Music and World Cultures
MUS 343	3	Music and World Cultures

Select one course from the following:

MUS 341	2	Counterpoint
MUS 342	2	Form and Analysis

Select one course from the following:

MUS 381	2	Piano Pedagogy I
MUS 440	2	Vocal Pedagogy
MUS 462	1	Instrumental Pedagogy and Literature

## Music (BS)

The Bachelor of Science degree in Music is a liberal arts degree designed to provide for the student a broad-based musical foundation which, combined with concentrations in Church Music Ministries, Management, or Marketing, prepares the student for possible vocational opportunities in church music ministry or the music industry. All students must complete a standard core of music courses and courses in church music ministries, management, or marketing. The Church Music Ministries concentration consists of 72-75 hours; the Management concentration consists of 80-82 hours; and the Marketing concentration consists of 80-82 hours. *All major courses, including those in the concentration, must be completed with a grade of C- or better and are included in the major GPA.*

### Major Core Requirements

#### Applied Primary Instrument

Select 10 hours<sup>†</sup> from:

MUS 100__	1-4	Applied Lesson
MUS 200__	1-4	Applied Lesson
MUS 300__	1-4	Applied Lesson
MUS 400__	1-4	Applied Lesson

Select an additional 2 hours from the following:

MUS 100G	1-2	Applied Lesson—Guitar
MUS 100K	1-2	Applied Lesson—Piano
MUS 100N	1-2	Applied Lesson—Organ

### Additional Major Requirements

MUS 101	0-1	Fundamentals of Music (or competency)
MUS 124	3	Music Theory and Harmony I
MUS 124L	1	Music Theory and Harmony I Lab
MUS 125	3	Music Theory and Harmony II
MUS 125L	1	Music Theory and Harmony II Lab
MUS 131	1	Introduction to Music I
MUS 132	2	Introduction to Music II
MUS 201	1	Computers, Technology, and Music
MUS 361	2	Conducting I

*Music requirements continued on next page*

Music requirements continued from previous page

## Ensembles

Select 8 credit hours from the following:

MUS 210AC, 210GC, 210HC, 210JC, 210JE, 210LT, 210PB, 210TR, 210TS, 210UC, 240, 280, 290, 310AC, 310GC, 310HC, 310JC, 310JE, 310LT, 310PB, 310TR, 310TS, 310UC, 340, 380, 390

## Voice Requirements (Required for majors with Voice as primary instrument)

MUS 118<sup>†</sup> 1 Vocal Diction I  
MUS 119<sup>†</sup> 1 Vocal Diction II

<sup>†</sup>MUS 118, MUS 119, and 8 hours of Applied Lesson—Voice are required for majors with Voice as primary instrument.

Select one of the following concentration areas:

### Church Music Ministries

#### Concentration Requirements

BIB 272	3	Inductive Study of the Bible
CMI 100	3	Introduction to Christian Educational Ministries
CMI 262	3	Personal Foundations for Ministry
CMI 371	3	Leadership Development
MUS 243	3	Music and World Cultures
MUS 245	3	Foundations of Church Music Ministry
MUS 250	1	Audio Visual Technologies in the Church
MUS 357	3	Church Music Methods and Materials
MUS 362	2	Conducting II
MUS 371	3	History and Literature I
MUS 372	3	History and Literature II
MUS 393	2	Practicum (advisor approved)
REL 410	3	Theology of Worship

#### Electives

Select two electives from the following:

MUS 121	2	Seminar in Composition I
MUS 292	3	Introduction to Electronic Music
MUS 351	2	Choral Arranging
MUS 352	2	Instrumental Arranging
MUS 381	2	Piano Pedagogy I
MUS 440	2	Vocal Pedagogy
MUS 462	1	Instrumental Pedagogy and Literature

### Management

#### Concentration Requirements

ACC 241	3	Accounting Principles I
MGT 201	3	Introduction to Business
MGT 311	3	Business Law
MGT 352	3	Management Analysis and Practice
MKT 231	3	Principles of Marketing
MUS 372	3	History and Literature II
MUS 392	3	Music and Business
MUS 393	4	Practicum

Select one option<sup>i</sup> from the following:

MUS 472 <sup>i</sup>	3	History—Literature III
MUS 224 <sup>i</sup>	3	Music Theory and Harmony III
and		
MUS 224L <sup>i</sup>	1	Music Theory and Harmony III Lab

#### Electives

Select three electives from the following:

ENT 422	3	New Venture Planning
MGT 362	3	Human Resource Management
MGT 442	3	Business Ethics
MGT 462	3	Organizational Behavior and Development

Select a minimum of 8 hours from the following:

MUS 121	2	Seminar in Composition I
MUS 224 <sup>i</sup>	3	Music Theory and Harmony III
MUS 224L <sup>i</sup>	1	Music Theory and Harmony III Lab
MUS 243	3	Music and World Cultures
MUS 292	3	Introduction to Electronic Music
MUS 341	2	Counterpoint
MUS 342	2	Form and Analysis
MUS 351	2	Choral Arranging
MUS 352	2	Instrumental Arranging
MUS 362	2	Conducting II
MUS 371	3	History and Literature I
MUS 472 <sup>i</sup>	3	History—Literature III

May select up to two of the following to meet the above requirement:

MUS 231	1	Instrumental Methods I—Brass Instruments
MUS 232	1	Instrumental Methods II—Woodwinds
MUS 331	1	Instrumental Methods III—Percussion
MUS 332	1	Instrumental Methods IV—Strings
MUS 381	2	Piano Pedagogy I
MUS 440	2	Vocal Pedagogy
MUS 462	1	Instrumental Pedagogy and Literature

<sup>i</sup>Must take MUS 472 or the combination of MUS 224 and MUS 224L to meet requirement. Courses may not meet both requirements and elective hours.

### Marketing

#### Concentration Requirements

MAT 210	4	Introductory Statistics
MGT 201	3	Introduction to Business
MKT 231	3	Principles of Marketing
MKT 445	3	Best Practices in Marketing
MKT 460	3	Consumer Behavior
MUS 372	3	History and Literature II
MUS 392	3	Music and Business
MUS 393	4	Practicum

Select one option<sup>i</sup> from the following:

MUS 472 <sup>i</sup>	3	History—Literature III
MUS 224 <sup>i</sup>	3	Music Theory and Harmony III
and		
MUS 224L <sup>i</sup>	1	Music Theory and Harmony III Lab

<sup>i</sup>Must take MUS 472 or combination of MUS 224 and MUS 224L to meet requirement. Courses may not meet both requirements and elective hours.

#### Electives

Select three electives from the following:

MKT 312	3	Professional Selling
MKT 313	3	Retailing and Services Marketing
MKT 380	3	International Marketing
MKT 410	3	Marketing Research
MKT 412	3	Advertising and Promotional Strategy

Select an additional minimum of 8 hours from the following:

MUS 121	2	Seminar in Composition I
MUS 224 <sup>i</sup>	3	Music Theory and Harmony III
MUS 224L <sup>i</sup>	1	Music Theory and Harmony III Lab
MUS 243	3	Music and World Cultures
MUS 292	3	Introduction to Electronic Music
MUS 341	2	Counterpoint
MUS 342	2	Form and Analysis
MUS 351	2	Choral Arranging
MUS 352	2	Instrumental Arranging
MUS 362	2	Conducting II
MUS 371	3	History and Literature I
MUS 472 <sup>i</sup>	3	History—Literature III

May select up to two of the following to meet the above requirement:

MUS 231	1	Instrumental Methods I—Brass Instruments
MUS 232	1	Instrumental Methods II—Woodwinds
MUS 331	1	Instrumental Methods III—Percussion
MUS 332	1	Instrumental Methods IV—Strings
MUS 381	2	Piano Pedagogy I
MUS 440	2	Vocal Pedagogy
MUS 462	1	Instrumental Pedagogy and Literature

## Performance (BM)

The Bachelor of Music degree is the initial professional baccalaureate degree in music. Its primary emphasis is on development of the skills, concepts, and sensitivity essential to the professional life of a musician. The Bachelor of Music degree in performance prepares students for graduate school and possible careers as solo performers in concert or church music, accompanists, private teachers, professional ensemble members or conductors or college teachers. It requires 74-84 hours and is offered to students in the following concentration areas: instrumental, piano, and vocal. All major courses, including those in the concentration, must be completed with a grade of C- or better and are included in the major GPA.

### Instrumental

#### Applied Primary Instrument

Select 20 hours from:

MUS 200__	I-4	Applied Lesson
MUS 400__	I-4	Applied Lesson

#### Applied Secondary Instrument

Select 4 hours from:

MUS 100__	I-4	Applied Lesson
MUS 200__	I-4	Applied Lesson

#### Ensembles

Select 8 hours from:

MUS 210AC, 210GC, 210HC, 210JC, 210JE, 210LT, 210PB, 210TR, 210TS, 210UC, 240, 280, 290, 310AC, 310GC, 310HC, 310JC, 310JE, 310LT, 310PB, 310TR, 310TS, 310UC, 340, 380, 390

#### Additional Major Requirements

Complete the following courses:

MUS 101	0-1	Fundamentals of Music (or competency)
MUS 124	3	Music Theory and Harmony I
MUS 124L	1	Music Theory and Harmony I Lab
MUS 125	3	Music Theory and Harmony II
MUS 125L	1	Music Theory and Harmony II Lab
MUS 131	1	Introduction to Music I
MUS 132	2	Introduction to Music II
MUS 201	1	Computers, Technology, and Music
MUS 121	2	Seminar in Composition I
MUS 122	2	Seminar in Composition II
MUS 224	3	Music Theory and Harmony III
MUS 224L	1	Music Theory and Harmony III Lab
MUS 243	3	Music and World Cultures
MUS 292	3	Introduction to Electronic Music
MUS 341	2	Counterpoint
MUS 342	2	Form and Analysis
MUS 352	2	Instrumental Arranging
MUS 361	2	Conducting I
MUS 362	2	Conducting II
MUS 371	3	History and Literature I
MUS 372	3	History and Literature II
MUS 462	1	Instrumental Pedagogy and Literature
MUS 472	3	History—Literature III

Select one of the following:

MUS 231	1	Instrumental Methods I—Brass Instruments
MUS 232	1	Instrumental Methods II—Woodwinds
MUS 331	1	Instrumental Methods III—Percussion
MUS 332	1	Instrumental Methods IV—Strings

Select 4 additional hours of electives in MUS.

### Piano

#### Applied Primary Instrument

Select 20 hours from:

MUS 200K	I-4	Applied Lesson
MUS 400K	I-4	Applied Lesson

#### Applied Secondary Instrument

Select 4 hours from:

MUS 100__	I-4	Applied Lesson
MUS 200__	I-4	Applied Lesson

#### Ensembles

Select 8 hours from:

MUS 210AC, 210GC, 210HC, 210JC, 210JE, 210LT, 210PB, 210TR, 210TS, 210UC, 240, 280, 290, 310AC, 310GC, 310HC, 310JC, 310JE, 310LT, 310PB, 310TR, 310TS, 310UC, 340, 380, 390

#### Additional Major Requirements

Complete the following courses:

MUS 101	0-1	Fundamentals of Music (or competency)
MUS 124	3	Music Theory and Harmony I
MUS 124L	1	Music Theory and Harmony I Lab
MUS 125	3	Music Theory and Harmony II
MUS 125L	1	Music Theory and Harmony II Lab
MUS 131	1	Introduction to Music I
MUS 132	2	Introduction to Music II
MUS 201	1	Computers, Technology, and Music
MUS 121	2	Seminar in Composition I
MUS 122	2	Seminar in Composition II
MUS 224	3	Music Theory and Harmony III
MUS 224L	1	Music Theory and Harmony III Lab
MUS 243	3	Music and World Cultures
MUS 292	3	Introduction to Electronic Music
MUS 341	2	Counterpoint
MUS 342	2	Form and Analysis
MUS 361	2	Conducting I
MUS 362	2	Conducting II
MUS 371	3	History and Literature I
MUS 372	3	History and Literature II
MUS 381	2	Piano Pedagogy I
MUS 382	2	Piano Pedagogy II
MUS 470	2	Piano Literature
MUS 472	3	History—Literature III

#### Recommended Courses

MUS 351	2	Choral Arranging
MUS 352	2	Instrumental Arranging

Performance requirements continued on next page

**Vocal****Applied Primary Instrument**

Select 18 hours from:

MUS 200V	1-4	Applied Lesson
MUS 400V	1-4	Applied Lesson

**Additional Requirements**

MUS 118	1	Vocal Diction I
MUS 119	1	Vocal Diction II

**Applied Secondary Instrument**

Select 4 hours from:

MUS 100__	1-4	Applied Lesson
MUS 200__	1-4	Applied Lesson

**Ensembles**

Select 8 hours from:

MUS 210AC, 210GC, 210HC, 210JC, 210JE, 210LT, 210PB, 210TR, 210TS, 210UC, 240, 280, 290, 310AC, 310GC, 310HC, 310JC, 310JE, 310LT, 310PB, 310TR, 310TS, 310UC, 340, 380, 390

Complete the following courses:

MUS 101	0-1	Fundamentals of Music (or competency)
MUS 124	3	Music Theory and Harmony I
MUS 124L	1	Music Theory and Harmony I Lab
MUS 125	3	Music Theory and Harmony II
MUS 125L	1	Music Theory and Harmony II Lab
MUS 131	1	Introduction to Music I
MUS 132	2	Introduction to Music II
MUS 201	1	Computers, Technology, and Music
MUS 121	2	Seminar in Composition I
MUS 224	3	Music Theory and Harmony III
MUS 224L	1	Music Theory and Harmony III Lab
MUS 243	3	Music and World Cultures
MUS 341	2	Counterpoint
MUS 342	2	Form and Analysis
MUS 361	2	Conducting I
MUS 362	2	Conducting II
MUS 371	3	History and Literature I
MUS 372	3	History and Literature II
MUS 440	2	Vocal Pedagogy
MUS 442	2	Vocal Literature
MUS 472	3	History—Literature III

**Foreign Language Proficiency\***

___ 101*	0-4	Elementary _____ I
___ 102*	0-4	Elementary _____ II

\*Or equivalent proficiency in French or German.

**Composition (BM)**

The Bachelor of Music degree in Composition prepares students for further studies in graduate school, teaching theory/composition in college, and composing or arranging sacred or secular music, as well as numerous opportunities in radio, television, technology, or other related fields. This major consists of 79-80 hours. All major courses must be completed with a grade of C- or better and are included in the major GPA.

**Applied Primary/Secondary Instrument**

Select 8 hours from:

MUS 100__	1-4	Applied Lesson
MUS 200__	1-4	Applied Lesson
MUS 300__	1-4	Applied Lesson
MUS 400__	1-4	Applied Lesson

**Ensembles**

Select 8 credit hours from:

MUS 210AC, 210GC, 210HC, 210JC, 210JE, 210LT, 210PB, 210TR, 210TS, 210UC, 240, 280, 290, 310AC, 310GC, 310HC, 310JC, 310JE, 310LT, 310PB, 310TR, 310TS, 310UC, 340, 380, 390

**Core Requirements**

MUS 101	0-1	Fundamentals of Music (or competency)
MUS 121	2	Seminar in Composition I
MUS 122	2	Seminar in Composition II
MUS 124	3	Music Theory and Harmony I
MUS 124L	1	Music Theory and Harmony I Lab
MUS 125	3	Music Theory and Harmony II
MUS 125L	1	Music Theory and Harmony II Lab
MUS 131	1	Introduction to Music I
MUS 132	2	Introduction to Music II

**Additional Requirements**

MUS 201	1	Computers, Technology, and Music
MUS 220	2	Composition I
MUS 225	2	Composition II
MUS 224	3	Music Theory and Harmony III
MUS 224L	1	Music Theory and Harmony III Lab
MUS 231	1	Instrumental Methods I—Brass Instruments
MUS 232	1	Instrumental Methods II—Woodwinds
MUS 243	3	Music and World Cultures
MUS 292	3	Introduction to Electronic Music
MUS 321	2	Composition III
MUS 322	2	Composition IV
MUS 331	1	Instrumental Methods III—Percussion
MUS 332	1	Instrumental Methods IV—Strings
MUS 341	2	Counterpoint
MUS 342	2	Form and Analysis
MUS 351	2	Choral Arranging
MUS 352	2	Instrumental Arranging
MUS 361	2	Conducting I
MUS 362	2	Conducting II
MUS 371	3	History and Literature I
MUS 372	3	History and Literature II
MUS 421	2	Composition V
MUS 422	2	Composition VI
MUS 472	3	History—Literature III

## Music Education (BM)

The Bachelor of Music degree in Music Education requires 60-61 hours in addition to education courses. Completion of this program in four years may require 17 credit hours each semester and 3 credit hours each interterm; the requirements of this program including the teacher education professional licensure program will result in certification for either Instrumental/General P-12 or Choral/General P-12. *All education curriculum courses must be completed with a grade of C- or better and are included in the major GPA. All major courses, including education curriculum courses, must be completed with a grade of C- or better and are included in the major GPA.*

### Music Requirements

#### Applied Primary Instrument

Select 7 hours from:

MUS 100__	1-4	Applied Lesson
MUS 200__	1-4	Applied Lesson
MUS 300__	1-4	Applied Lesson
MUS 400__	1-4	Applied Lesson

#### Applied Secondary Instrument

Select 2 hours from:

MUS 100__	1-2	Applied Lesson
MUS 200__	1-2	Applied Lesson

### Music Education Courses

MUS 135	1	Introduction to Music Education
MUS 309	3	Secondary School Methods
MUS 311	3	Elementary School Music
MUS 361	2	Conducting I
MUS 362	2	Conducting II

### Additional Music Requirements

MUS 101	0-1	Fundamentals of Music (or competency)
MUS 124	3	Music Theory and Harmony I
MUS 124L	1	Music Theory and Harmony I Lab
MUS 125	3	Music Theory and Harmony II
MUS 125L	1	Music Theory and Harmony II Lab
MUS 131	1	Introduction to Music I
MUS 132	2	Introduction to Music II
MUS 201	1	Computers, Technology, and Music
MUS 224	3	Music Theory and Harmony III
MUS 224L	1	Music Theory and Harmony III Lab
MUS 243	3	Music and World Cultures

Select one course from the following:

MUS 341	2	Counterpoint
MUS 342	2	Form and Analysis

Select two courses from:

MUS 371	3	History and Literature I
MUS 372	3	History and Literature II
MUS 472	3	History—Literature III

### Professional Education

EDU 150	3	Education in America
EDU 222	2	Reading in the Content Area for Secondary Teachers
EDU 260	3	Educational Psychology
EDU 307	2	Discipline and Classroom Management for Secondary Teachers
EDU 309	1	Teaching in Secondary, Junior High/Middle Schools—Special Methods
EDU 328	2	Assessment for Student Learning
EDU 384	1	Perspectives on Diversity
EDU 431	15	Supervised Internship in Secondary Schools
SED 220	3	Exceptional Children

### Additional Education Requirements

CAS 110	3	Public Speaking
PSY 350	3	Child and Adolescent Psychology

*Also complete one of the following areas of emphasis:*

#### Choral/General Music

MUS 118	1	Vocal Diction I
MUS 119	1	Vocal Diction II
MUS 351	2	Choral Arranging
MUS 440	2	Vocal Pedagogy

*Complete 7 credit hours of approved ensembles.*

#### Instrumental/General Music

MUS 231	1	Instrumental Methods I—Brass Instruments
MUS 232	1	Instrumental Methods II—Woodwinds
MUS 331	1	Instrumental Methods III—Percussion
MUS 332	1	Instrumental Methods IV—Strings
MUS 352	2	Instrumental Arranging

*Complete 7 credit hours of approved ensembles.*

## Musical Theatre (BFA)

The Bachelor of Fine Arts degree in Musical Theatre requires 75 credits and is the initial professional baccalaureate degree in Musical Theatre. Its primary emphasis is on development of the skills, concepts, and sensitivity essential to the professional life of a performer. Participation in two faculty directed productions required each year; one production each year must be a fully staged musical production or an opera; student must perform at least one significant role in a full production, musical, or opera during the course of the degree. *All major courses must be completed with a grade of C- or better and are included in the major GPA.*

### Applied Primary Instrument

Select 8 credit hours<sup>†</sup> from:

MUS 100V	1-4	Applied Lesson—Voice
MUS 300V	4-8	Applied Lesson—Voice

<sup>†</sup>4 credits must be upper-division

### Applied Secondary Instrument

MUS 100K	2	Applied Lesson—Piano
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### Ensembles

Select 8 credit hours<sup>†</sup> from:

MUS 210LT	1-4	Lyric Theatre
MUS 310LT	4-8	Lyric Theatre

<sup>†</sup>4 credits must be upper-division

### Additional Music Requirements

MUS 118	1	Vocal Diction I
MUS 119	1	Vocal Diction II
MUS 124	3	Music Theory and Harmony I
MUS 124L	1	Music Theory and Harmony I Lab
MUS 131	1	Introduction to Music I
MUS 201	1	Computers, Technology, and Music
MUS 361	2	Conducting I
MUS 392	3	Music and Business

### Theatre Requirements

THR 130	3	Theatre History I: Antiquity to the Renaissance
THR 212	3	Acting I: Mask and Movement
THR 220	1	Stage Diction: Fundamentals and Dialect
THR 230	3	Theatre History II: Renaissance to Postmodernism
THR 240	3	Acting II: Methods and Theories
THR 330	2	Audition Techniques
THR 335	3	Musical Theatre: History and Styles
THR 341	3	Stagecraft and Design
THR 362	3	Theatre and the Church
THR 432	3	Play Directing
THR 433	3	Directing II: Application
THR 440	2	Musical Theatre Showcase

### Dance Requirements

DAN 221/321 <sup>‡</sup>	3	Dance Technique for the Actor I: Ballet
DAN 222/322 <sup>‡</sup>	3	Dance Technique for the Actor II: Jazz
DAN 223/323 <sup>‡</sup>	3	Dance Technique for the Actor III: Tap
DAN 224/324 <sup>‡</sup>	3	Dance Technique for the Actor IV: Musical Theatre Styles

<sup>‡</sup>6 credits must be upper-division

## Theatre Arts (BA)

The Bachelor of Arts degree with a major in Theatre Arts requires the completion of two years of sequential study in one foreign language, 53 credit hours, and participation in a minimum of two theatre productions per academic year. *All major courses must be completed with a grade of C- or better and are included in the major GPA.*

### Theatre Core Requirements

THR 112	3	Performing Literature
THR 130	3	Theatre History I: Antiquity to the Renaissance
THR 230	3	Theatre History II: Renaissance to Postmodernism
THR 330	2	Audition Techniques
THR 341	3	Stagecraft and Design
THR 362	3	Theatre and the Church
THR 393	1-4	Practicum
THR 432	3	Play Directing
THR 433	3	Directing II: Application

### Theatre Lab Requirements

Select 5 credit hours<sup>†</sup> from at least three areas<sup>‡</sup>

THR 110A	1-3	Theatre Laboratory-Acting
THR 110P <sup>†</sup>	1-5	Theatre Laboratory-Production <sup>†</sup>

<sup>†</sup>Areas include Acting and three areas in Production: Costume/Make-up, Management, and Stagecraft.

Select from the following for the remaining required hours:

CAC 326	2	Communication Ethics and Aesthetics
THR 170 <sup>‡</sup>	1	Selected Topics ( <i>approved by advisor</i> )
THR 212	3	Acting I: Mask and Movement
THR 220	1	Stage Diction: Fundamentals and Dialect
THR 240	3	Acting II: Methods and Theories
THR 270 <sup>‡</sup>	3	Selected Topics ( <i>approved by advisor</i> )
THR 301	3	Theories and History of Applied Theatre
THR 335	3	Musical Theatre: History and Styles
THR 340	1-3	Applications in Dramaturgy
THR 345	3	Stage Management
THR 360 <sup>‡</sup>	1-4	Independent Study
THR 370 <sup>‡</sup>	3	Selected Topics ( <i>approved by advisor</i> )
THR 402	3	Contemporary American Theatre
THR 492 <sup>‡</sup>	8	Internship

<sup>‡</sup>A maximum of 8 hours from these courses may be used toward the Theatre Arts Core.

## Theatre Arts Minor

The Theatre Arts minor requires the completion of 24 credit hours and participation in at least one theatre production per academic year. *No more than 50% of the credits may overlap with another major or minor. All minor courses must be completed with a grade of C- or better and are included in the minor GPA.*

### Minor Requirements

THR 112	3	Performing Literature
THR 220	1	Stage Diction: Fundamentals and Dialect
THR 341	3	Stagecraft and Design
THR 432	3	Play Directing
THR 433	3	Directing II: Application

Select one course from the following:

THR 130	3	Theatre History I: Antiquity to the Renaissance
THR 230	3	Theatre History II: Renaissance to Postmodernism

Select one course from the following:

THR 212	3	Acting I: Mask and Movement
THR 240	3	Acting II: Methods and Theories

Select one course from the following:

THR 301	3	Theories and History of Applied Theatre
THR 335	3	Musical Theatre: History and Styles
THR 340	3	Applications in Dramaturgy
THR 345	3	Stage Management
THR 362	3	Theatre and the Church
THR 402	3	Contemporary American Theatre

Select 2 credit hours<sup>†</sup> from two areas<sup>‡</sup>

THR 110A	1	Theatre Laboratory-Acting
THR 110P <sup>†</sup>	1-2	Theatre Laboratory-Production <sup>†</sup>

<sup>†</sup>Areas include Acting and three areas in Production: Costume/Make-up, Management, and Stagecraft.

## Applied Music Minor

The Applied Music minor is for non-music majors and is designed for a liberal arts music minor program. The minor consists of 20-24 hours including core requirements in four one-hour lessons. *All minor courses must be completed with a grade of C- or better and are included in the minor GPA.*

### Minor Requirements

#### Applied Primary Instrument

Select 4 hours from:

MUS 100__	1-4	Applied Lesson
MUS 200__	1-4	Applied Lesson

#### Voice Requirements (Required for minors with Voice as primary instrument)

MUS 118	1	Vocal Diction I
MUS 119	1	Vocal Diction II

#### Ensembles

Participate in 4 credit hours of a major or minor ensemble.

### Core Courses

MUS 101	0-1	Fundamentals of Music ( <i>or competency</i> )
MUS 124	3	Music Theory and Harmony I
MUS 124L	1	Music Theory and Harmony I Lab
MUS 125	3	Music Theory and Harmony II
MUS 125L	1	Music Theory and Harmony II Lab
MUS 131	1	Introduction to Music I
MUS 132	2	Introduction to Music II

Select one of the following:

MUS 381	2	Piano Pedagogy I
MUS 440	2	Vocal Pedagogy
MUS 462	1	Instrumental Pedagogy and Literature

## Keyboard Pedagogy Minor

The Keyboard Pedagogy minor is for non-music majors and is designed to prepare students to teach private piano. The minor consists of 21-22 hours, including core requirements and specialty courses. *All minor courses must be completed with a grade of C- or better and are included in the minor GPA.*

### Minor Requirements

Select 4 hours from:

MUS 100K	1-4	Applied Lesson
MUS 200K	1-4	Applied Lesson

Complete the following specialty courses:

MUS 381	2	Piano Pedagogy I
MUS 382	2	Piano Pedagogy II
MUS 470	2	Piano Literature

Complete the following courses:

MUS 101	0-1	Fundamentals of Music ( <i>or competency</i> )
MUS 124	3	Music Theory and Harmony I
MUS 124L	1	Music Theory and Harmony I Lab
MUS 125	3	Music Theory and Harmony II
MUS 125L	1	Music Theory and Harmony II Lab
MUS 131	1	Introduction to Music I
MUS 132	2	Introduction to Music II

## Church Music Ministries Minor

The Church Music Ministries minor is for non-music majors and is designed to prepare the graduate for music ministry in the Christian Church. The minor consists of 26-29 hours including course requirements and four semesters of applied music lessons. *All minor courses must be completed with a grade of C- or better and are included in the minor GPA.*

### Minor Requirements

#### Applied Primary Instrument

Select 4 hours from:

MUS 100_	1-4	Applied Lesson (recommend piano, organ, voice, or guitar)
MUS 200_	1-4	Applied Lesson

#### Voice Requirements (Required for minors with Voice as primary instrument)

MUS 118	1	Vocal Diction I
MUS 119	1	Vocal Diction II

#### Church Music Core

MUS 245	3	Foundations of Church Music Ministries
MUS 357	3	Church Music Methods and Materials
MUS 361	2	Conducting I
MUS 393	1	Practicum

#### Core Courses

MUS 101	0-1	Fundamentals of Music (or competency test)
MUS 118	1	Vocal Diction I
MUS 119	1	Vocal Diction II
MUS 124	3	Music Theory and Harmony I
MUS 124L	1	Music Theory and Harmony I Lab
MUS 125	3	Music Theory and Harmony II
MUS 125L	1	Music Theory and Harmony II Lab
MUS 131	1	Introduction to Music I
MUS 132	2	Introduction to Music II

Ensemble participation or ministry in a campus worship team is recommended.

A minimum of one semester of piano study is recommended for voice or guitar students.

## Music Composition Minor

The Composition minor is for non-music majors and is designed to provide students with a concentrated opportunity to enrich, sharpen, and broaden their personal writing skills through music composition. Course of study includes public performance of the student's original pieces. This minor provides the student with the opportunity to explore one of three areas of emphasis: instrumental, choral, and electro-acoustic composition. This minor consists of 24-26 hours. *All minor courses must be completed with a grade of C- or better and are included in the minor GPA.*

### Minor Requirements

MUS 100K	1	Applied Lesson—Piano (proficiency required)
MUS 101	0-1	Fundamentals of Music (or competency)
MUS 124	3	Music Theory and Harmony I
MUS 124L	1	Music Theory and Harmony I Lab
MUS 125	3	Music Theory and Harmony II
MUS 125L	1	Music Theory and Harmony II Lab
MUS 131	1	Introduction to Music I
MUS 132	2	Introduction to Music II
MUS 201	1	Computers, Technology, and Music
MUS 224	3	Music Theory and Harmony III
MUS 224L	1	Music Theory and Harmony III Lab
MUS 323	1	Functional Keyboard Skills

### Complete one of the following areas of emphasis:

#### Instrumental

MUS 121	2	Seminar in Composition I
MUS 122	2	Seminar in Composition II
MUS 352	2	Instrumental Arranging

#### Choral

MUS 121	2	Seminar in Composition I
MUS 122	2	Seminar in Composition II
MUS 351	2	Choral Arranging

#### Electro-acoustic

MUS 121	2	Seminar in Composition I
MUS 122	2	Seminar in Composition II
MUS 292	3	Introduction to Electronic Music

## Dance Courses

### DAN 221 3 hours

#### Dance Technique for the Actor I: Ballet

This course is designed to teach positions, steps, terminology, and introductory level skills that form the basis of ballet technique. Barre exercises, center exercises including adagio, petite allegro and grand allegro, and quality stretching for a dancer's workout will be taught and perfected. Additionally, there will be an introduction to various notable performers and some of the historical and cultural aspects of ballet, presented through discussion and video observations. *Offered every fourth spring semester (alternates with DAN 222, 223, 224).*

### DAN 222 3 hours

#### Dance Technique for the Actor II: Jazz

This course is designed to teach positions, steps, terminology, and introductory level skills that form the basis of jazz technique. A brief study of Luigi, Fosse, and contemporary jazz will be introduced. Stretches appropriate for the increase of flexibility and support will be stressed and perfected. Additionally, there will be an introduction to various notable performers and some of the historical and cultural aspects of jazz, presented through discussion and video observations. Jazz, contemporary and modern, techniques will be explored in this class. *Offered every fourth spring semester (alternates with DAN 221, 223, 224).*

### DAN 223 3 hours

#### Dance Technique for the Actor III: Tap

This course is designed to teach positions, steps, terminology, and introductory level skills that form the basic tap technique. This course will be an elementary level of tap, teaching the basics steps in tap dancing. Theatre tap will be focused on in this class and taught while learning some invaluable time steps for future use in auditions and professional work. Additionally, there will be an introduction to various notable performers and some of the historical and cultural aspects of tap, presented through discussion and video observations. *Offered every fourth spring semester (alternates with DAN 221, 222, 224).*

### DAN 224 3 hours

#### Dance Technique for the Actor IV: Musical Theatre Styles

This course is designed to develop technique and ability from all aspects of dance (ballet, jazz, and tap) and incorporate them into performance of Musical Theatre. Students will be taught the importance of routine, weekly classes, and flexibility to maintain their craft. Classwork in stretching, small combinations, and a longer musical theatre dance will be incorporated in every class. Additionally, there will be an introduction to various notable performers and choreographers of Broadway and theatre, presented through discussion and video observations. *Offered every fourth spring semester (alternates with DAN 221, 222, 223).*

### DAN 321 3 hours

#### Dance Technique for the Actor I: Ballet

See DAN 221.

### DAN 322 3 hours

#### Dance Technique for the Actor II: Jazz

See DAN 222.

### DAN 323 3 hours

#### Dance Technique for the Actor III: Tap

See DAN 223.

### DAN 324 3 hours

#### Dance Technique for the Actor IV: Musical Theatre Styles

See DAN 224.

## Music Courses

### MUS 100 1 hour

#### Applied Lesson

Learning practice methods, building good techniques, acquiring sufficient repertoire, gaining a broad knowledge of literature and composers, and achieving performance skills. Lessons are designed for music majors and minors (*registration overrides will be required for minors*). Meets foundational core fine arts requirement. Lessons are ½ hour and 1 hour.

MUS 100B	Applied Lesson—Brass
MUS 100G	Applied Lesson—Guitar
MUS 100K	Applied Lesson—Piano
MUS 100N	Applied Lesson—Organ
MUS 100P	Applied Lesson—Percussion
MUS 100S	Applied Lesson—Strings
MUS 100V	Applied Lesson—Voice
MUS 100VV	Applied Lesson—Woodwind

### MUS 101 1 hour

#### Fundamentals of Music

A remedial course in the rudiments of music designed to prepare the beginning music major/minor for entrance into the music theory cycle. Consists of integrated laboratory experience for development of written, aural and keyboard skills. Proficiency placement test offered during fall welcome weekend. Offered fall semester.

### MUS 105 1 hour

#### Applied Lesson

Private instruction designed for personal enrichment and development of musical talent. Content determined by contract with instructor at the beginning of each semester. Lessons are designed for non-majors and to meet the foundational core participation in the arts requirement. Lessons are ½ hour.

MUS 105B	Applied Lesson—Brass
MUS 105G	Applied Lesson—Guitar
MUS 105K	Applied Lesson—Piano
MUS 105N	Applied Lesson—Organ
MUS 105P	Applied Lesson—Percussion
MUS 105S	Applied Lesson—Strings
MUS 105V	Applied Lesson—Voice
MUS 105VV	Applied Lesson—Woodwind

### MUS 111P 1 hour

#### Piano

Applied class instruction in piano for students with little or no previous training. Development of techniques with repertoire appropriate to the elementary level. Meets foundational core fine arts requirement.

### MUS 112P 1 hour

#### Piano

See MUS 111P.

### MUS 118 1 hour

#### Vocal Diction I

A study of the International Phonetic Alphabet and its application for singers in Italian and German. Students will use classical art songs and arias as their basis of study. This class is to be taken in conjunction with applied lessons, supplying a firm foundation for future study. Required of all voice majors. Offered spring semester.

### MUS 119 1 hour

#### Vocal Diction II

A study of English and French diction and its application in classical art songs and arias. A working knowledge of the International Phonetic Alphabet is utilized as a learning tool. This class is to be taken in conjunction with applied lessons, supplying a firm foundation for future study. Required of all voice majors. Prerequisite: MUS 118 or permission of instructor. Offered fall semester.

### MUS 121 2 hours

#### Seminar in Composition I

Original composition in elementary and advanced forms. Emphasis is on development of individual style of expression. Prerequisite: MUS 101 or permission of instructor.

### MUS 122 2 hours

#### Seminar in Composition II

Original composition in elementary and advanced forms. Continued emphasis is on development of individual style of expression. Prerequisite: MUS 121 or permission of instructor.

### MUS 124 3 hours

#### Music Theory and Harmony I

A study of the basic structural elements of tonal theory and harmony. Topics covered include construction of 7<sup>th</sup> chords, principles of part writing and voice leading, melodic phrase analysis, diatonic harmonic progression (including function progression, cadence types, and non-harmonic chord tones), and analysis of small forms. Prerequisite: MUS 101 or successful passing of music department's fundamentals of music placement exam. Corequisite: MUS 124L. Offered fall semester and January interterm.

### MUS 124L 1 hour

#### Music Theory and Harmony I Lab

A laboratory experience that is designed to reinforce the content covered in MUS 124 through the development of aural and keyboard skills. Corequisite: MUS 124. Offered fall semester and January interterm.

### MUS 125 3 hours

#### Music Theory and Harmony II

A continuation of Music Theory and Harmony I. An intermediate study in the principles of tonal harmonic progression, with an emphasis on the principles of chromaticism and modulation. Topics will include secondary dominants (vocabulary and part writing), closely related key structures, modulation types (common chord, chromatic, phrase, and sequential), and analysis of binary, ternary and sonata forms. Prerequisite: MUS 124 and 124L. Corequisite: MUS 125L. Offered spring semester.

### MUS 125L 1 hour

#### Music Theory and Harmony II Lab

A laboratory experience that is designed to reinforce the content covered in MUS 125 through the development of aural and keyboard skills. Corequisite: MUS 125. Offered spring semester.

### MUS 131 1 hour

#### Introduction to Music I

An introductory course exploring careers in music, the elements of music, basic music forms and styles, music of medieval and renaissance periods and an overview of Christian perspectives on music. The course is designed for the music major and music minor. Offered fall semester.

### MUS 132 2 hours

#### Introduction to Music II

A survey of music history and literature in the Western-European tradition, with emphasis on the major composers, genres, forms, stylistic characteristics and aesthetic principles of the various eras. Prerequisite: MUS 131. Offered spring semester.

### MUS 135 1 hour

#### Introduction to Music Education

An introduction to the field of music education (P-12, general, choral, instrumental) in general, and the areas of licensure (performance, knowledge, and dispositions) that need to be demonstrated and documented in particular. The IPSB components—Indiana Standards, technology, diversity, service learning, literacy, exceptionality, P-12 proficiencies, induction and portfolio development and assessment—will be introduced in class. In addition, an all-day field trip will be taken to observe the music program in a model school and attendance will be expected at the IMEA state conference. Offered fall semester.

### MUS 170 1-4 hours

#### Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

### MUS 200 2 hours

#### Applied Lesson

Learning practice methods, building good techniques, acquiring sufficient repertoire, gaining a broad knowledge of literature and composers, and achieving performance skills. Lessons are designed for music majors and minors (*registration overrides will be required for minors*). Lessons are 1 hour.

MUS 200B	Applied Lesson—Brass
MUS 200G	Applied Lesson—Guitar
MUS 200K	Applied Lesson—Piano
MUS 200N	Applied Lesson—Organ
MUS 200P	Applied Lesson—Percussion
MUS 200S	Applied Lesson—Strings
MUS 200V	Applied Lesson—Voice
MUS 200VV	Applied Lesson—Woodwind

### MUS 201 1 hour

#### Computers, Technology, and Music

This is a preliminary-level instructional course designed to train the music major in the knowledge and applications of computer and MIDI systems as used in the music profession. Emphasis is placed on acquiring basic knowledge and skills in MIDI and hardware systems, synthesizer performance, sequencing and desktop publishing. Basic keyboard skills are essential. Includes a supervised lab each week. Prerequisites: MUS 124 and 124L; or permission of the instructor.

### MUS 210AC 1 hour

#### Adoration Chorus (Female Chorus)

A choral ensemble open by audition to all women at Taylor University. This choir utilizes contemporary sacred choral arrangements, spirituals, and praise and worship songs as a means of ministering. Pursuing vocal excellence, the Adoration Chorus focuses on leading others in worship, performing in churches, university functions, schools, and community venues. Meets foundational core fine arts requirement. Students may register to participate for 0 credit hours; 0 credit registration does not fulfill foundational core fine arts requirement.



<b>MUS 210HC</b> <b>Handbell Choir</b>	<b>1 hour</b>
The Handbell Choir is open to students with bell ringing experience, as well as to students with no previous experience who are willing to learn the art of bell ringing. The group performs in chapel, as well as in programs on and off campus. <i>Meets foundational core fine arts requirement. Students may register to participate for 0 credit hours; 0 credit registration does not fulfill foundational core fine arts requirement.</i>	
<b>MUS 210JC</b> <b>Jazz Combo</b>	<b>1 hour</b>
The Jazz Combo is a selected ensemble by audition. The combo explores improvisatory stylings and performs a concert each semester. Beginning, intermediate and advanced level instruction is given. <i>Meets foundational core fine arts requirement. Students may register to participate for 0 credit hours; 0 credit registration does not fulfill foundational core fine arts requirement.</i>	
<b>MUS 210JE</b> <b>Jazz Ensemble</b>	<b>1 hour</b>
The Jazz Ensemble is open to all wind and percussion players by audition. It performs contemporary stage band literature, as well as the jazz classics. This ensemble performs a concert each semester and tours in local schools and regional festivals. <i>Meets foundational core fine arts requirement. Students may register to participate for 0 credit hours; 0 credit registration does not fulfill foundational core fine arts requirement.</i>	
<b>MUS 210LT</b> <b>Lyric Theatre</b>	<b>1 hour</b>
The Lyric Theatre program supports the liberal arts mission of Taylor University by providing a broad range of performance experiences that span historic and contemporary operatic and music theatre periods, genres, and styles. Lyric Theatre is open to all students by audition. Performances include fully-staged productions and semi-staged "scenes" productions. The primary goal of the ensemble is to create live performances in which students demonstrate dramatic confidence, vocal ease, and aesthetic sensibility. <i>Meets foundational core fine arts requirement. Students may register to participate for 0 credit hours; 0 credit registration does not fulfill foundational core fine arts requirement.</i>	
<b>MUS 210PB</b> <b>Pep Band</b>	<b>1 hour</b>
The Pep Band is open to all students who enjoy performing contemporary music at football and basketball home games. (No audition required.) <i>Meets foundational core fine arts requirement. Students may register to participate for 0 credit hours; 0 credit registration does not fulfill foundational core fine arts requirement.</i>	
<b>MUS 210TR</b> <b>Taylor Ringers</b>	<b>1 hour</b>
The Taylor Ringers consists of 13 members chosen by audition. The group performs a variety of 4-5 octave literature of a moderate-to-difficult nature on campus and during tours each spring. <i>Meets foundational core fine arts requirement. Students may register to participate for 0 credit hours; 0 credit registration does not fulfill foundational core fine arts requirement.</i>	
<b>MUS 210TS</b> <b>Taylor Sounds</b>	<b>1 hour</b>
The Taylor Sounds is a select group of musicians dedicated to a high standard of chamber choral performance. The goal of the group is to learn a breadth of quality musical styles by notable composers. The mission of the ensemble is to express the highest divine and human values through the choral chamber music art. Performance tours include domestic and overseas venues, as well as conferences, conventions and banquets. <i>Meets foundational core fine arts requirement. Students may register to participate for 0 credit hours; 0 credit registration does not fulfill foundational core fine arts requirement.</i>	
<b>MUS 210UC</b> <b>University Chorus</b>	<b>1 hour</b>
The University Chorus is a mixed choral ensemble open by audition to all men and women at Taylor University. The chorus sings diverse literature from all historic periods and performs on campus in chapel and concerts. <i>Meets foundational core fine arts requirement. Students may register to participate for 0 credit hours; 0 credit registration does not fulfill foundational core fine arts requirement.</i>	
<b>MUS 220</b> <b>Composition I</b>	<b>2 hours</b>
Private lessons in beginning composition. Emphasis on awareness of technical demands, awareness of textural control demonstrated in completion of several short pieces. <i>Prerequisite: Permission of instructor or MUS 124 and MUS 124L.</i>	
<b>MUS 224</b> <b>Music Theory and Harmony III</b>	<b>3 hours</b>
A continuation of Theory and Harmony II. Advanced studies in the principles of extended tonal harmony, including introduction to hyper-tonal and post-tonal concepts as found in the early 20th century. Topics will include chromatic chord vocabulary and part writing practice, foreign-key and enharmonic modulation, consecutive and passing regions, inferred tonality technique, early twentieth century structural concepts, and analysis of ritornell/fugue forms. <i>Prerequisite: MUS 125 and 125L. Corequisite: MUS 224L. Offered fall semester.</i>	
<b>MUS 224L</b> <b>Music Theory and Harmony III Lab</b>	<b>1 hour</b>
A laboratory experience that is designed to reinforce the content covered in MUS 224 through the development of aural and keyboard skills. <i>Corequisite: MUS 224. Offered fall semester.</i>	
<b>MUS 225</b> <b>Composition II</b>	<b>2 hours</b>
Private lessons in beginning composition. Emphasis on linear control and personal stylistic expression, as demonstrated through completion of art song, instrumental solos, and small chamber music pieces. <i>Prerequisite: MUS 220 or permission of instructor.</i>	
<b>MUS 231</b> <b>Instrumental Methods I—Brass Instruments</b>	<b>1 hour</b>
Class instruction in various brass instruments. Designed to acquaint music education specialists, composition students and church musicians with basic performance problems, arranging and teaching techniques of the brasses. <i>Offered fall semester of even years.</i>	
<b>MUS 232</b> <b>Instrumental Methods II—Woodwinds</b>	<b>1 hour</b>
Class instruction in various woodwind instruments. Designed to acquaint music education specialists, composition students and church musicians with basic techniques for teaching, arranging and playing woodwind instruments. <i>Offered spring semester of odd years.</i>	
<b>MUS 240</b> <b>Taylor University Chorale</b>	<b>1 hour</b>
The Taylor Chorale is open to all Taylor students on an audition basis. Repertoire consists of music drawn from the spectrum of sacred choral works. The mission of the ensemble is to express the highest divine and human values through the choral arts. Performances include domestic and international tours, as well as concerts for conferences and conventions. Performance of sacred works with professional orchestras are also part of the chorale tradition. <i>Meets foundational core fine arts requirement. Students may register to participate for 0 credit hours; 0 credit registration does not fulfill foundational core fine arts requirement.</i>	
<b>MUS 243</b> <b>Music and World Cultures</b>	<b>3 hours</b>
An investigative study of selected non-Western cultures and the role of music within the cultures. Three components are basic principles of culture and basic principles of music, Asian culture and music, and African culture and music. <i>This cross-cultural course is open to all students. Upper-division credit requires a paper pertaining to music and a culture of the student's choice. Offered January interterm.</i>	
<b>MUS 245</b> <b>Foundations of Church Music Ministry</b>	<b>3 hours</b>
Biblical and musical foundations of Christian worship ministry. A survey of various worship styles including historic and contemporary worship formats. Principles of leadership and creativity in worship planning will be discussed. <i>Open to all majors. Offered fall semester of odd years.</i>	
<b>MUS 250</b> <b>Audio Visual Technologies in the Church</b>	<b>1 hour</b>
A study of the use of technology in the modern Christian Church including sound reinforcement, video projection, computer assisted worship, and lighting formats. This course will have a practical application component which includes laboratory work with the chapel media technicians. <i>Prerequisite: MUS 245 or permission of the instructor. Offered January interterm of odd years.</i>	
<b>MUS 270</b> <b>Selected Topics</b>	<b>1-4 hours</b>
A course offered on a subject of interest but not listed as a regular course offering.	
<b>MUS 280</b> <b>Wind Ensemble</b>	<b>1 hour</b>
The wind ensemble is open to all wind and percussion players by audition. The Wind Ensemble performs the classic and contemporary wind repertoire, sacred, pops and pep band literature. The wind ensemble presents one full concert program each semester. <i>Meets foundational core fine arts requirement. Students may register to participate for 0 credit hours; 0 credit registration does not fulfill foundational core fine arts requirement.</i>	
<b>MUS 290</b> <b>Symphony Orchestra</b>	<b>1 hour</b>
The Symphony Orchestra is open to all string, wind and percussion players by audition. The symphony orchestra performs selected masterworks of the symphonic repertoire written for full orchestra from each of the major historical periods. The symphony orchestra performs one full concert program each semester. <i>Meets foundational core fine arts requirement. Students may register to participate for 0 credit hours; 0 credit registration does not fulfill foundational core fine arts requirement.</i>	

**MUS 292** **3 hours**  
**Introduction to Electronic Music**  
 Emphasis is placed on working with current technology with the objective of an introduction to the aesthetics and types of electronic music, creating an electronic composition as a final project. *Prerequisite: MUS 201. Offered fall semester of odd years.*

**MUS 300** **1 hour**  
**Applied Lesson**  
 Learning practice methods, building good techniques, acquiring sufficient repertoire, gaining a broad knowledge of literature and composers, and achieving performance skills. *Lessons are designed for music majors and minors (registration overrides will be required for minors). Lessons are 1 hour.*

MUS 300B Applied Lesson—Brass  
 MUS 300G Applied Lesson—Guitar  
 MUS 300K Applied Lesson—Piano  
 MUS 300N Applied Lesson—Organ  
 MUS 300P Applied Lesson—Percussion  
 MUS 300S Applied Lesson—Strings  
 MUS 300V Applied Lesson—Voice  
 MUS 300VV Applied Lesson—Woodwind

**MUS 301** **2 hours**  
**Music in the Elementary Classroom**  
 This course consists of three components: (1) an overview of the basics of music (rhythm, melody, harmony, form, tone color); (2) an introduction to musical skills (singing, playing a recorder, conducting - and rhythm band instruments); and (3) methods and materials for teaching music (especially those related to the Kodaly and Orff methodologies). *Prerequisite or corequisite: EDU 260.*

**MUS 309** **3 hours**  
**Secondary School Methods**  
 An introduction to the methods and materials for teaching general music, instrumental music and choral music at the secondary level. *Prerequisites: EDU 150 and 260. Offered spring semester of even years.*

**MUS 310AC** **1 hour**  
**Adoration Chorus (Female Chorus)**  
*See MUS 210AC.*

**MUS 310HC** **1 hour**  
**Handbell Choir**  
*See MUS 210HC.*

**MUS 310JC** **1 hour**  
**Jazz Combo**  
*See MUS 210JC.*

**MUS 310JE** **1 hour**  
**Jazz Ensemble**  
*See MUS 210JE.*

**MUS 310LT** **1 hour**  
**Lyric Theatre**  
*See MUS 210LT.*

**MUS 310PB** **1 hour**  
**Pep Band**  
*See MUS 210PB.*

**MUS 310TR** **1 hour**  
**Taylor Ringers**  
*See MUS 210TR.*

**MUS 310TS** **1 hour**  
**Taylor Sounds**  
*See MUS 210TS.*

**MUS 310UC** **1 hour**  
**University Chorus**  
*See MUS 210UC.*

**MUS 311** **3 hours**  
**Elementary School Music**  
 A study of the role of the music specialist in planning musical experiences for children, with emphasis on child development, music literature, teaching aids, and teaching practices, utilizing recorders and Orff Instruments. Curriculum development and the organization of the elementary school music program are also included. *A laboratory experience is also included. Offered spring semester of odd years.*

**MUS 320** **1-4 hours**  
**Internship**  
 In-depth experience with a minister of music involving responsibilities in various phases of the church music program, including administration, organization, rehearsal and worship.

**MUS 321** **2 hours**  
**Composition III**  
 Continuation of the project begun in MUS 121 and 122. Includes an introduction to the technique of electronic music and the composition of several pieces in this medium.

**MUS 322** **2 hours**  
**Composition IV**  
*See MUS 321.*

**MUS 323** **1 hour**  
**Functional Keyboard Skills**  
 The facilitating of practical keyboard skills, including scales, chords, arpeggios, sight reading and harmonization of melodies at sight. In addition, students complete the requirements needed for transposition, score reading and accompanying in order to pass the Piano Proficiency. *Offered spring semester.*

**MUS 331** **1 hour**  
**Instrumental Methods III—Percussion**  
 Class instruction in percussion instruments. Designed to acquaint music education specialists, composition students, and church musicians with basic techniques for performing, arranging, and teaching percussion instruments. *Offered spring semester of even years.*

**MUS 332** **1 hour**  
**Instrumental Methods IV—Strings**  
 Class instruction in string instruments. Designed to acquaint music education specialists, composition students, and church musicians with basic techniques for performing, arranging, and teaching orchestral stringed instruments. *Offered fall semester of odd years.*

**MUS 340** **1 hour**  
**Taylor University Chorale**  
*See MUS 240.*

**MUS 341** **2 hours**  
**Counterpoint**  
 Theoretical approach to the fundamental principles of eighteenth century polyphonic composition; a study of the formal designs and methods of structural treatment with written and analytical experience in the harmonic-contrapuntal concept of music. *Prerequisites or corequisites: MUS 125 and 125L. Offered spring semester of odd years.*

**MUS 342** **2 hours**  
**Form and Analysis**  
 Analysis of representative works of the eighteenth and nineteenth centuries, with emphasis on the structure and stylistic aspects of music. *Prerequisites or corequisites: MUS 125 and 125L. Offered spring semester of even years.*

**MUS 343** **3 hours**  
**Music and World Cultures**  
*See MUS 243.*

**MUS 351** **2 hours**  
**Choral Arranging**  
 A course on the ranges, tonal possibilities, and technical limitations of the different voices and the analysis of scores of standard choral compositions. Arranging and adapting scores for various vocal combinations are included. *Prerequisites or corequisites: MUS 125 and 125L. Offered fall semester of even years.*

**MUS 352** **2 hours**  
**Instrumental Arranging**  
 Band and orchestral instruments are studied with a view to practical and effective writing. Arranging of compositions for various instrumental combinations is included. *Prerequisites or corequisites: MUS 125 and 125L. Offered fall semester of odd years.*

**MUS 357** **3 hours**  
**Church Music Methods and Materials**  
 A study of the organization, administration and operation of the Christian church music program. Areas of study include the graded children's choir program, adult choir ministry, praise team ministry, and utilization of various instruments. *Open to music majors and minors. Prerequisite: MUS 245 or permission of instructor. Offered spring semester of even years.*

**MUS 360** **1-4 hours**  
**Independent Study**  
 An individualized, directed study involving a specified topic.

**MUS 361** **2 hours**  
**Conducting I**  
 An introduction to the psychological, technical and musical elements of choral conducting. Study of musical scores of choral literature is also stressed. *Offered fall semester.*

**MUS 362** **2 hours**  
**Conducting II**  
 Continuation of MUS 361 with emphasis on advanced score studies, conducting, and rehearsal techniques of instrumental works. Lab experience with band and orchestra ensembles is included. *Prerequisite: MUS 361 or permission of the instructor. Offered spring semester.*

<b>MUS 370</b> <b>Selected Topics</b> A course offered on a subject of interest but not listed as a regular course offering.	<b>1-4 hours</b>
<b>MUS 371</b> <b>History and Literature I</b> An introduction to Western music and musical style before 1750. Stylistic cognizance is acquired through examination of prevailing musical idioms, forms and literature. Composers, performers and historical figures that influenced music history are also examined, as well as terminology and vocabulary common to musicology. <i>Prerequisites:</i> MUS 131 and 132. <i>Offered fall semester.</i>	<b>3 hours</b>
<b>MUS 372</b> <b>History and Literature II</b> An introduction to Western music and musical style between 1750 and 1900. Stylistic cognizance is acquired through examination of prevailing musical idioms, forms and literature. Composers, performers, and historical figures that influenced music history are also examined, as well as terminology and vocabulary common to musicology. <i>Prerequisites:</i> MUS 131 and 132. <i>Offered spring semester.</i>	<b>3 hours</b>
<b>MUS 380</b> <b>Wind Ensemble</b> See MUS 280.	<b>1 hour</b>
<b>MUS 381</b> <b>Piano Pedagogy I</b> A study of the methods and materials of teaching beginning piano students. Supervised teaching experience is included. <i>Offered spring semester of even years.</i>	<b>2 hours</b>
<b>MUS 382</b> <b>Piano Pedagogy II</b> A study of the methods and materials of teaching intermediate keyboard students. Supervised teaching experience is included. <i>Offered fall semester of even years.</i>	<b>2 hours</b>
<b>MUS 390</b> <b>Symphony Orchestra</b> See MUS 290.	<b>1 hour</b>
<b>MUS 392</b> <b>Music and Business</b> A study of the business aspects of the music industry including topics such as contracts, permissions, royalties, copyright, the recording industry, songwriting and music publishing, touring, music merchandising, and film music. <i>Offered fall term of odd years.</i>	<b>3 hours</b>
<b>MUS 393</b> <b>Practicum</b> Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. <i>Offered primarily during summer.</i>	<b>1-4 hours</b>
<b>MUS 400</b> <b>Applied Lesson</b> Learning practice methods, building good techniques, acquiring sufficient repertoire, gaining a broad knowledge of literature and composers, and achieving performance skills. <i>Lessons are designed for music majors and minors (registration overrides will be required for minors). Lessons are 1 hour.</i>	<b>2-4 hours</b>
MUS 400B Applied Lesson—Brass	
MUS 400G Applied Lesson—Guitar	
MUS 400K Applied Lesson—Piano	
MUS 400N Applied Lesson—Organ	
MUS 400P Applied Lesson—Percussion	
MUS 400S Applied Lesson—Strings	
MUS 400V Applied Lesson—Voice	
MUS 400V Applied Lesson—Woodwind	

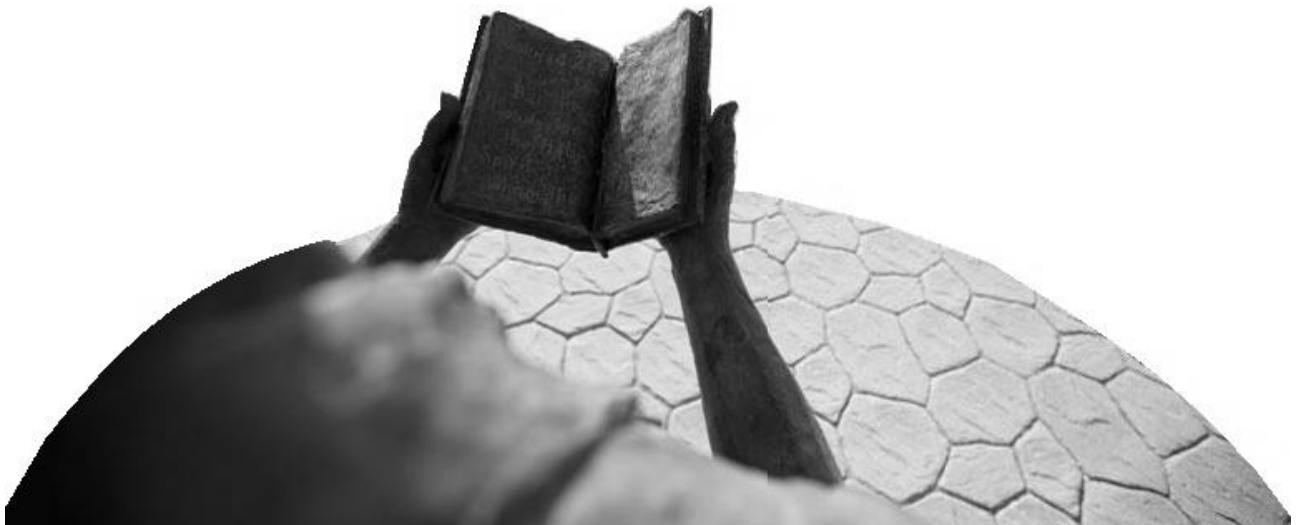
## Theatre Courses

<b>THR 110A</b> <b>Theatre Laboratory—Acting</b> Credit for participation in theatrical productions. Requires a minimum of 30 hours, one reflection paper, and peer and instructor assessment. For work in acting—includes audition, casting, rehearsal, creating a role, and performance. <i>Students may register to participate for 0 credit hours; 0 credit registration does not fulfill major requirement. May be repeated for five credits total. For theatre majors and minors. Instructor permission required.</i>	<b>1 hour</b>
<b>THR 110P</b> <b>Theatre Laboratory—Production</b> Credit for participation in theatrical productions. Requires a minimum of 30 hours, one reflection paper, and peer and instructor assessment. For work in costume and makeup, management, or stagecraft—includes project work and working within a group. <i>Students may register to participate for 0 credit hours; 0 credit registration does not fulfill major requirement. May be repeated for five credits total. For theatre majors and minors. Instructor permission required.</i>	<b>1 hour</b>

<b>MUS 421</b> <b>Composition V</b> Continuation of projects begun in MUS 321 and 322 in preparation for the senior recital. <i>Taught as a private lesson with requisite fee.</i>	<b>2 hours</b>
<b>MUS 422</b> <b>Composition VI</b> See MUS 421.	<b>2 hours</b>
<b>MUS 440</b> <b>Vocal Pedagogy</b> Introduction to the scientific principles and theories of vocal production. Guides the student in building an appropriate repertoire of pedagogical materials through class demonstration, discussion and examination of current pedagogical attitudes and materials. Class members are required to observe and teach voice lessons. <i>Offered spring semester of even years.</i>	<b>2 hours</b>
<b>MUS 442</b> <b>Vocal Literature</b> A study of art song literature (English, Italian, German, French, and American) since 1600. Emphasis is on building stylistic interpretation. Lecture, score examination and recorded examples are used. Music is performed by class participants. <i>Offered spring semester of odd years.</i>	<b>2 hours</b>
<b>MUS 450</b> <b>Directed Research</b> Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.	<b>1-4 hours</b>
<b>MUS 462</b> <b>Instrumental Pedagogy and Literature</b> Explores techniques, materials, literature, and performance practices related to teaching instruments, including a supervised teaching experience. <i>Offered as independent study with appropriate private teacher during the junior or senior year.</i>	<b>1 hour</b>
<b>MUS 470</b> <b>Piano Literature</b> A survey of keyboard works chosen from Baroque to contemporary periods.. Lecture, performance, recorded examples and pedagogy techniques are used. <i>Open to piano majors, minors and others by permission of the instructor. Offered spring semester of odd years.</i>	<b>2 hours</b>
<b>MUS 472</b> <b>History—Literature III</b> A survey of the development of music from the year 1900 to the present. Representative music and concomitant phases of political history and art are correlated with aural and analytical techniques of this period of history. <i>Prerequisites:</i> MUS 131 and 132. <i>Offered spring semester.</i>	<b>3 hours</b>
<b>MUS 480</b> <b>Seminar</b> A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.	<b>1-4 hours</b>
<b>MUS 490</b> <b>Honors</b> Individualized study or research of an advanced topic within a student's major. <i>Open to students with at least a 3.00 GPA in the major field.</i>	<b>1-2 hours</b>

<b>THR 112</b> <b>Performing Literature</b> This literature and performance course aims to explore the relationship between literature and theatre with emphasis given to translating analytical decisions into performance. The main focus of the course is the interaction between the literary skills of close reading, critical writing, and discussion and the practical, aesthetic, and symbolic elements of performance. <i>Meets foundational core literature requirement. Offered fall semester.</i>	<b>3 hours</b>
<b>THR 130</b> <b>Theatre History I: Antiquity to the Renaissance</b> This survey course covers the development of the theatre from its supposed origins in ancient Greece and Rome to the European Renaissance including its architecture, production values, acting and directing styles, and the political and social movements that informed these traditions. Students will engage with selected readings, discussion, projects, and multimedia presentations. <i>Offered spring semester.</i>	<b>3 hours</b>

<b>THR 170</b> <b>Selected Topics</b> A course offered on a subject of interest but not listed as a regular course offering.	<b>1-4 hours</b>	<b>THR 345</b> <b>Stage Management</b> This course will provide students with the opportunity to explore their leadership potential and capabilities through the role of the Stage Manager in a theatrical context. Students will have the opportunity to interact with SM professionals. Students will be encouraged to assess their own skills and consider how to best address improvement. <i>Offered fall of odd years.</i>	<b>3 hours</b>
<b>THR 212</b> <b>Acting I: Mask and Movement</b> Study of the theories and principles of acting as an art, approached through a Christian perspective of life and the human situation. Practical application of performance techniques and character development are provided through laboratory theatre experiences. <i>Corequisite: KIN 200J. Offered spring semester of even years.</i>	<b>3 hours</b>	<b>THR 360</b> <b>Independent Study</b> An individualized, directed study involving a specified topic.	<b>1-4 hours</b>
<b>THR 220</b> <b>Stage Diction: Fundamentals and Dialect</b> Introduces and develops speech techniques for the actor, specifically in the areas of relaxation, posture and alignment, respiration, phonation, registration, resonance, and articulation, as well as, study of the fundamental knowledge and skills required to perform specific and credible dialects for the stage. <i>Prerequisites: MUS 118 and 119. Offered interterm of even years.</i>	<b>1 hour</b>	<b>THR 362</b> <b>Theatre and the Church</b> Explores the biblical foundations of theatre arts following its origin and development. We will purpose to increase recognition of significant figures in the field of religious drama, theology, church growth, and worship planning. The course will give students an introduction to producing and directing for the church, exploring its uniqueness and challenges. <i>Offered fall semester of even years.</i>	<b>3 hours</b>
<b>THR 230</b> <b>Theatre History II: Renaissance to Postmodernism</b> A continuation of Theatre History I. This course will continue to explore the history of theatre including its architecture, production values, acting and directing styles, and the political and social movements that informed the traditions from the Renaissance to the present. Students will engage with selected readings, discussion, projects, and multimedia presentations. <i>Offered spring semester.</i>	<b>3 hours</b>	<b>THR 370</b> <b>Selected Topics</b> A course offered on a subject of interest but not listed as a regular course offering.	<b>1-4 hours</b>
<b>THR 240</b> <b>Acting II: Methods and Theories</b> The purpose of this course is to explore acting theory and teaching methods of those whose names are associated with the evolution of the modern theatre. This course will aid the student in the development of basic performance skills through the building and refining of audition monologue repertoire.	<b>3 hours</b>	<b>THR 393</b> <b>Practicum</b> Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. <i>Pass/fail only. Offered primarily during summer.</i>	<b>1-4 hours</b>
<b>THR 270</b> <b>Selected Topics</b> A course offered on a subject of interest but not listed as a regular course offering.	<b>1-4 hours</b>	<b>THR 402</b> <b>Contemporary American Theatre</b> A study of selected twentieth-century American theatre movements, people and dramatic literature from 1960 to the present.	<b>3 hours</b>
<b>THR 301</b> <b>Theories and History of Applied Theatre</b> Theories and history of applied theatre covering a wide range of theatre applications in education, health, community development, and human rights. <i>Prerequisite: THR 112 or permission of instructor. Offered fall semester of odd years.</i>	<b>3 hours</b>	<b>THR 432</b> <b>Play Directing</b> Study of the theories and principles of directing as an art approached through a Christian perspective of life and the human situation. Emphasis is given to play analysis with practical application provided through laboratory theatre experience. <i>Prerequisite: THR 212 or permission of instructor. Offered fall semester.</i>	<b>3 hours</b>
<b>THR 330</b> <b>Audition Techniques</b> Students cultivate an understanding of the realities of the marketplace and necessary techniques for professional acting. The focus is on acquisition of performance skills. This course will aid the student in the development of basic performance skills through the building and refining of vocal/monologue audition repertoire. <i>Offered interterm of odd years.</i>	<b>2 hours</b>	<b>THR 433</b> <b>Directing II: Application</b> The application of the theories and principles of directing explored in THR 432. Students will apply their learning to the production of a full length play with focus given to actor/director communication, composition, and execution. <i>Prerequisite: THR 432. Offered spring semester.</i>	<b>1 hour</b>
<b>THR 335</b> <b>Music Theatre: History and Styles</b> A practical application course that focuses on learning the ways in which musical and textual understanding inform the interpretation and performing of acting and singing techniques in various musical theatre forms from the 1920's through the 20 <sup>th</sup> century. <i>Prerequisite: HUM 230. Offered spring semester of even years.</i>	<b>3 hours</b>	<b>THR 440</b> <b>Musical Theatre Showcase</b> Studio course for graduating musical theatre majors. Class-work involves extensive repertoire from genres of musical theatre appropriate for each individual. Course will culminate in a showcase performance presented at the end of the semester.	<b>2 hours</b>
<b>THR 340</b> <b>Applications in Dramaturgy</b> This course is recommended for anyone who loves theatre and wishes to acquire a more sophisticated understanding of this art form. This course will introduce students to the profession of dramaturgy which began in 1867 in Germany and took root in the United States in the late 1960's. A single course or even an academic program in this field cannot train a professional dramaturg all at once. A mature dramaturg emerges gradually through incremental learning and hands-on-experience. This study and practical application will provide the student with an introduction to the discipline. <i>Offered spring semester of even years.</i>	<b>1 hour</b>	<b>THR 450</b> <b>Directed Research</b> Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.	<b>1-4 hours</b>
<b>THR 341</b> <b>Stagecraft and Design</b> Emphasis is given to the technical phases of play production including design theory and practice. Work on theatre productions provides practical experience. <i>Offered fall semester of even years.</i>	<b>3 hours</b>	<b>THR 480</b> <b>Seminar</b> A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.	<b>1-4 hours</b>
		<b>THR 490</b> <b>Honors</b> Individualized study or research of an advanced topic within a student's major. <i>Open to students with at least a 3.00 GPA in the major field.</i>	<b>1-2 hours</b>
		<b>THR 492</b> <b>Internship</b> Professional semester of supervised internship in a work setting related to the major field of study. <i>Prerequisites: Completion of departmental core and major core courses and approval of the department faculty. Pass/fail only.</i>	<b>8-16 hours</b>



## ***SCHOOL OF NATURAL AND APPLIED SCIENCES***

*WILLIAM E. TOLL, PHD, DEAN*

**BIOLOGY**

**CHEMISTRY AND BIOCHEMISTRY**

**COMPUTER SCIENCE AND ENGINEERING**

**ENVIRONMENTAL SCIENCE, PUBLIC HEALTH, AND SUSTAINABLE DEVELOPMENT**

**KINESIOLOGY**

**MATHEMATICS**

**PHYSICS AND ENGINEERING**

## Notes

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# Biology

**Chair, Professor J. Regier**  
**Professors J. Moore, J. Reber**  
**Assistant Professors B. Dewar, E. Hasenmyer, J. Vanderploeg**

Taylor University has been a leader and at the forefront of Christian colleges in educating scientists in biology with strengths lying in preparation of students for graduate school, medical programs (medical and dental school and veterinary programs; physician assistant; physical therapy; public health; and allied health programs) and science education. Our goal of developing biologists as leaders means that the department seeks to highly prepare its majors for the future by providing a strong foundation in biological science. The Department of Biology seeks to:

1. Provide students with a strong foundation in the essentials of biology with the opportunity to specialize in a particular field of biology. This is accomplished by:
  - Offering the breadth and quality of critically relevant course work necessary to prepare undergraduate Biology majors for graduate and professional programs in the biological sciences.
  - Advising in specialty areas by advisors knowledgeable in those areas.
2. Thoroughly prepare students for future careers in the biological sciences by training them in the current knowledge, skills and processes of biological sciences. This is accomplished by:
  - Providing student opportunities within the biological sciences through practicums and research experiences.
  - Continued faculty professional development as scholars, scientists, educators and role models by staying current in their profession and disciplines.
  - Examining the current program's approach, knowledge base, flexibility, equipment needs and integration of biology with other scientific disciplines; and implementing changes as needed.
3. Prepare Christian men and women for service to a world in need. This is accomplished by:
  - Presenting the essentials of modern, dynamic biology to students as part of the University foundational core curriculum.
  - Integrating faith and learning, including the continuing exploration of ethical implications in the application of modern biological science to the problems facing humankind today.

To fulfill the senior comprehensive examination requirement and be eligible for graduation, majors are required to pass the biology Major Field Test during the Fall semester of their senior year.

## Biology (BA)

The Bachelor of Arts degree with a major in Biology requires two years of one foreign language and 49 hours in the major. *All major courses must be completed with a grade of C- or better and are included in the major GPA.*

### Major Requirements

BIO 201	4	Biology I: Foundations of Cell Biology and Genetics
BIO 202	4	Biology II: Organisms and Diversity
BIO 203	4	Principles of Genetics
BIO 493	4	Biology Senior Capstone
ENS 204	4	Principles of Ecology

Select 4 hours in the summer field studies program\* from:

BIO 304	4	Field Natural History of the Black Hills
BIO 305	4	Natural History of the Rocky Mountains
BIO 370	1-4	Selected Topics (approved by advisor)
BIO 450	1-4	Directed Research (approved by advisor)

\*Additional courses from Au Sable Institute or other institutions may count with departmental approval. See [www.ausable.org](http://www.ausable.org) or Dr. Regier for details.

### Additional Major Requirements

Select one of the following chemistry course combinations:

CHE 201	4	General, Organic, and Biochemistry I
CHE 202	4	General, Organic, and Biochemistry II
or		
CHE 211	4	College Chemistry I
CHE 212	4	College Chemistry II

### Electives

Select 17 hours from:

BIO 244	4	Human Anatomy and Physiology I
BIO 245	4	Human Anatomy and Physiology II
BIO 301	4	Taxonomy of Vascular Plants
BIO 307	4	Vertebrate Natural History
BIO 312	4	Cellular and Molecular Biology
BIO 331	4	Comparative Anatomy
BIO 345	3	Evolution and the Nature of Science
BIO 351	4	Advanced Human Anatomy
BIO 360	1-4	Independent Study
BIO 370	1-4	Selected Topics (approved by advisor)
BIO 393	2	Practicum
BIO 410	3	Bioethics
BIO 432	4	Developmental Biology
BIO 441	4	Environmental Physiology
BIO 450	1-4	Directed Research
BIO 451	4	Advanced Human Physiology
BIO 452	4	Animal Physiology
BIO 462	4	Molecular Genetics
BIO 471	4	Microbiology and Immunology
BIO 472	4	Histology
BIO 490	1-2	Honors
CHE 411	3	Biochemistry I
ENS 375	4	Systems Ecology
SUS 231	4	Environmental Science, Society, and Sustainability

In addition, the following courses are strongly recommended:

CHE 311/312, PHY 203/204 or PHY 211/212, and NAS 480

## Biology/Systems (BS)

The Bachelor of Science degree with a major in Biology/Systems consists of the 49-hour major and curriculum requirements in systems analysis. All major courses, including systems curriculum courses, must be completed with a grade of C- or better and are included in the major GPA.

### Systems Curriculum Requirements

COS 120	4	Introduction to Computational Problem Solving
IAS 330	3	Human Relations in Organizations
MAT 151	4	Calculus I
SYS 101	3	Introduction to Systems
SYS 390	3	Information Systems Analysis
SYS 392	1	Systems Seminar
SYS 394	3	Information Systems Design
SYS 403	3	Operations Management

Select one course from the following:

COS 121	4	Foundations of Computer Science
COS 143	3	Interactive Webpage Design

Select one course from the following:

MAT 210	4	Introductory Statistics
MAT 352	4	Mathematical Statistics

Select one course from the following:

SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

Select one course from the following:

BIO 393	3-4	Practicum
SYS 393	3-4	Practicum

### Systems Electives

Select at least 2 hours of electives, in addition to those required in the major or systems:

MAT 382	3	Advanced Statistical Methods
MGT 201	3	Introduction to Business
SYS 214	3	Principles of Human Computer Interaction
SYS 310	3	E-Commerce
SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

\*Courses in both areas may count only once.

## Biology (BS)

The Bachelor of Science degree with a major in Biology consists of 69-73 major hours. All major courses must be completed with a grade of C- or better and are included in the major GPA.

### Major Requirements

BIO 201	4	Biology I: Foundations of Cell Biology and Genetics
BIO 202	4	Biology II: Organisms and Diversity
BIO 203	4	Principles of Genetics
BIO 493	4	Biology Senior Capstone
ENS 204	4	Principles of Ecology

Select one course from the following:

BIO 393	2-4	Practicum
BIO 450	2-4	Directed Research

Select 4 hours in the summer field studies program<sup>‡</sup> from:

BIO 304	4	Field Natural History of the Black Hills
BIO 305	4	Natural History of the Rocky Mountains
BIO 370	4	Selected Topics (approved by advisor)

<sup>‡</sup>Additional courses from Au Sable Institute or other institutions may count with departmental approval. See [www.ausable.org](http://www.ausable.org) or Dr. Regier for details.

Select one course from the following:

BIO 312	4	Cellular and Molecular Biology
BIO 462	4	Molecular Genetics
BIO 471	4	Microbiology and Immunology
BIO 472	4	Histology

Select one course from the following:

BIO 331	4	Comparative Anatomy
BIO 351	4	Advanced Human Anatomy
BIO 432	4	Developmental Biology
BIO 441	4	Environmental Physiology
BIO 451	4	Advanced Human Physiology
BIO 452	4	Animal Physiology

Select one course from the following:

BIO 301	4	Taxonomy of Vascular Plants
BIO 307	4	Vertebrate Natural History
ENS 375	4	Systems Ecology

Select one additional 3-4 credit hour 300-/400-level biology course or CHE 411.

### Additional Major Requirements

CHE 311	4	Organic Chemistry I
CHE 312	4	Organic Chemistry II

Select one of the following chemistry course combinations:

CHE 201	4	General, Organic, and Biochemistry I
CHE 202	4	General, Organic, and Biochemistry II
or		
CHE 211	4	College Chemistry I
CHE 212	4	College Chemistry II

Select one of the following physics course combinations:

PHY 203	4	General Physics I
PHY 204	4	General Physics II
or		
PHY 211	4	University Physics I
PHY 212	5	University Physics II

Select one of the following mathematics options:

MAT 151	4	Calculus I
MAT 210	4	Introductory Statistics
MAT 230	4	Calculus II



## Pre-Medicine Pre-Professional Program

Biology majors wishing to pursue a career as a physician, dentist, or veterinarian should select this concentration. Students are required to make formal application to the Pre-Medicine program in the spring semester of their sophomore year or after completion of 45 hours of course work. Students must have completed BIO 201, 202, and 203, one year of chemistry, the math requirement, and have a cumulative GPA of 3.30.

Students interested in the pre-medicine curriculum should check out during their sophomore year the medical school admissions requirements for the school(s) to which they plan to apply. The Medical School Admission Requirements guide published annually by AAMC is the best resource for this information. It is important to meet the specific entrance requirements of the medical school(s) chosen.

Maintaining at least a 3.60 GPA, scoring well on the MCAT (usually taken in the spring of the junior year), and obtaining relevant experiences in the medical field are common prerequisites for acceptance into medical school. Students may earn biology elective credit from their medical experiences by taking BIO 393 Practicum; see your department advisor for details.

### Biology/Pre-Medicine Concentration (BA)

The Bachelor of Arts degree with a major in Biology and a pre-professional concentration in Pre-Medicine requires two years of sequential study in one foreign language and 69-73 hours in the major. *All major courses, including those in the concentration, must be completed with a grade of C- or better and are included in the major GPA.*

#### Major Requirements

BIO 201	4	Biology I: Foundations of Cell Biology and Genetics
BIO 202	4	Biology II: Organisms and Diversity
BIO 203	4	Principles of Genetics
BIO 493	4	Biology Senior Capstone
ENS 204	4	Principles of Ecology

#### Electives

Select four elective courses from:

BIO 312	4	Cellular and Molecular Biology
BIO 331	4	Comparative Anatomy
BIO 351	4	Advanced Human Anatomy
BIO 432	4	Developmental Biology
BIO 451	4	Advanced Human Physiology
BIO 452	4	Animal Physiology
BIO 462	4	Molecular Genetics
BIO 471	4	Microbiology and Immunology
BIO 472	4	Histology
CHE 411	3	Biochemistry I

Select an additional 6-8 credit hours of 300-/400-level biology courses or CHE 411.

#### Additional Major Requirements

CHE 311	4	Organic Chemistry I
CHE 312	4	Organic Chemistry II
Select <u>one</u> of the following chemistry course combinations:		
CHE 201	4	General, Organic, and Biochemistry I
CHE 202	4	General, Organic, and Biochemistry II
or		
CHE 211	4	College Chemistry I
CHE 212	4	College Chemistry II
Select <u>one</u> of the following physics course combinations:		
PHY 203	4	General Physics I
PHY 204	4	General Physics II
or		
PHY 211	4	University Physics I
PHY 212	5	University Physics II
Select <u>one</u> of the following mathematics options:		
MAT 151	4	Calculus I
MAT 210	4	Introductory Statistics
MAT 230	4	Calculus II (or higher)

### Biology/Pre-Medicine Concentration (BS)

The Bachelor of Science degree with a major in Biology and a pre-professional concentration in Pre-Medicine consists of 69-73 major hours. *All major courses, including those in the concentration, must be completed with a grade of C- or better and are included in the major GPA.*

#### Major Requirements

BIO 201	4	Biology I: Foundations of Cell Biology and Genetics
BIO 202	4	Biology II: Organisms and Diversity
BIO 203	4	Principles of Genetics
BIO 493	4	Biology Senior Capstone
ENS 204	4	Principles of Ecology

Select one course from the following:

BIO 393	2-4	Practicum
BIO 450	2-4	Directed Research

Select one course from the following:

BIO 312	4	Cellular and Molecular Biology
BIO 462	4	Molecular Genetics
BIO 471	4	Microbiology and Immunology

Select one course from the following:

BIO 331	4	Comparative Anatomy
BIO 351	4	Advanced Human Anatomy
BIO 432	4	Developmental Biology

Select 4 hours in the summer field studies program<sup>‡</sup> from:

BIO 304	4	Field Natural History of the Black Hills
BIO 305	4	Natural History of the Rocky Mountains
BIO 370	4	Selected Topics (approved by advisor)

<sup>‡</sup>Additional courses from Au Sable Institute or other institutions may count with departmental approval. See [www.ausable.org](http://www.ausable.org) or Dr. Regier for details.

Select one course from the following:

BIO 441	4	Environmental Physiology
BIO 451	4	Advanced Human Physiology
BIO 452	4	Animal Physiology

Select one additional 3-4 credit hour 300-/400-level biology course or CHE 411.

#### Additional Major Requirements

CHE 311	4	Organic Chemistry I
CHE 312	4	Organic Chemistry II
Select <u>one</u> of the following chemistry course combinations:		
CHE 201	4	General, Organic, and Biochemistry I
CHE 202	4	General, Organic, and Biochemistry II
or		
CHE 211	4	College Chemistry I
CHE 212	4	College Chemistry II
Select <u>one</u> of the following physics course combinations:		
PHY 203	4	General Physics I
PHY 204	4	General Physics II
or		
PHY 211	4	University Physics I
PHY 212	5	University Physics II
Select <u>one</u> of the following mathematics options:		
MAT 151	4	Calculus I
MAT 210	4	Introductory Statistics
MAT 230	4	Calculus II (or higher)

## Biology Science Education (BS)

The Bachelor of Science degree in Biology Science Education requires 56-60 hours plus education courses. All major courses, including education curriculum courses, must be completed with a grade of C- or better and are included in the major GPA.

### Professional Education

EDU 150	3	Education in America
EDU 222	2	Reading in the Content Area for Secondary Teachers
EDU 260	3	Educational Psychology
EDU 307	2	Discipline and Classroom Management for Secondary Teachers
EDU 309	1	Teaching in Secondary, Junior High/Middle Schools— Special Methods
EDU 328	2	Assessment for Student Learning
EDU 332	2	The Junior High/Middle School
EDU 344	1	Educational Technology in Secondary Education
EDU 384	1	Perspectives on Diversity
EDU 431	15	Supervised Internship in Secondary Schools
NAS 309	2	Science Education Methods
SED 220	3	Exceptional Children

### Additional Education Requirements

CAS 110	3	Public Speaking
PSY 340	3	Adolescent Psychology

### Biology Core Courses

BIO 201	4	Biology I: Foundations of Cell Biology and Genetics
BIO 202	4	Biology II: Organisms and Diversity
BIO 203	4	Principles of Genetics
BIO 345	3	Evolution and the Nature of Science
BIO 493	4	Biology Senior Capstone
ENS 204	4	Principles of Ecology

### Science Core Courses

Select one of the following chemistry course combinations:

CHE 201	4	General, Organic, and Biochemistry I
CHE 202	4	General, Organic, and Biochemistry II
or		
CHE 211	4	College Chemistry I
CHE 212	4	College Chemistry II

Select one course from the following:

PHY 203	4	General Physics I
PHY 211	4	University Physics I

Select one course from the following:

ENS 241	4	Physical Geology
ENS 242	4	Geology of Indiana
GEO 240	3	Introduction to Geology
PHY 204	4	General Physics II
PHY 212	5	University Physics II

### Biology Electives

Select 4 hours in the summer field studies program<sup>‡</sup> from:

BIO 304	4	Field Natural History of the Black Hills
BIO 305	4	Natural History of the Rocky Mountains
BIO 370	4	Selected Topics (approved by advisor)

<sup>‡</sup>Additional courses from Au Sable Institute or other institutions may count with departmental approval. See [www.ausable.org](http://www.ausable.org) or Dr. Regier for details.

Select one cell and molecular course from the following:

BIO 312	4	Cellular and Molecular Biology
BIO 432	4	Developmental Biology
BIO 462	4	Molecular Genetics
BIO 471	4	Microbiology and Immunology

Select one organismal biology course from the following:

BIO 244	4	Human Anatomy and Physiology I
BIO 245	4	Human Anatomy and Physiology II
BIO 331	4	Comparative Anatomy
BIO 441	4	Environmental Physiology
BIO 452	4	Animal Physiology

Select one biology experience course from the following:

BIO 370	2-4	Selected Topics (approved by advisor)
BIO 450	2-4	Directed Research

Select one additional course\* not taken from a previous area or an additional 4 credits from a 300/400-level biology course\*

\*BIO 370, 393, and 450 may not meet this requirement.

## Biology Minor

A minor in Biology requires 28 hours. All minor courses must be completed with a grade of C- or better and are included in the minor GPA.

### Minor Requirements

Select three courses from the following:

BIO 201	4	Biology I: Foundations of Cell Biology and Genetics
BIO 202	4	Biology II: Organisms and Diversity
BIO 203	4	Principles of Genetics
ENS 204	4	Principles of Ecology

### Additional Minor Requirements

MAT 210 4 Introductory Statistics

Select one course from the following:

CHE 201	4	General, Organic, and Biochemistry I
CHE 211	4	College Chemistry I

Select an additional 8 hours of upper-division (300-/400-level) biology courses.

## Biology Courses

**BIO 100** **4 hours**  
**General Biology**  
 Concepts and principles are studied to provide basic knowledge that assists students to meet the obligations of an informed citizen. The spring semester of General Biology is intended for elementary education majors as a content course that emphasizes instructional methodologies in science education. Three hours of lecture and two hours of laboratory per week. *Meets foundational core life science requirement; not available to biology majors.*

**BIO 104** **3 hours**  
**Animal Biology**  
 A foundational core course designed to provide a broad look at life science through the study of the Kingdom Animalia. Includes a consideration of tissues, anatomy, ecology, natural history, and human interaction with representative vertebrates and invertebrates. *Two hours lecture and two hours laboratory per week. Meets foundational core life science requirement. Offered fall semester of even years.*

**BIO 106** **4 hours**  
**Human Biology**  
 This course is designed as a one semester anatomy and physiology course covering all body organ systems and the interrelatedness of human health and lifestyle, environment, etc. *Three hours lecture and two hours of laboratory per week. Meets foundational core life science requirements. Offered fall semester. Preference given to Social Work majors.*

**BIO 170** **1-4 hours**  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**BIO 201** **4 hours**  
**Biology I: Foundations of Cell Biology and Genetics**  
 A foundational major core course: Study of cellular structures and metabolism emphasizing form and function on structure; the cellular pathways of energy and matter transformation; the information flow, exchange and storage and the molecular, mitotic and meiotic mechanism of inheritance. Three hours of lecture and two hours of laboratory per week. *Meets foundational core life science requirement. Majors/Minors only.*

**BIO 202** **4 hours**  
**Biology II: Organisms and Diversity**  
 This course is the second of the two-course sequence for freshman biology majors. In this course we will examine the diversity of organisms, including algae, protozoa, fungi, plants, and animals, as they appear through the fossil record from the Paleozoic Era to the present time. *Majors/Minors only. Prerequisite: BIO 201.*

**BIO 203** **4 hours**  
**Principles of Genetics**  
 A majors core course: Fundamental principles of Mendelian inheritance, introduction to molecular genetics, along with quantitative and evolutionary genetics will be examined. Three hours of lecture and two hours of laboratory per week. *Does not normally satisfy foundational core science requirement.*

**BIO 244** **4 hours**  
**Human Anatomy and Physiology I**  
 The first of a two-course survey covering the structure and function of the human body. Biochemical composition, cellular structure, and tissue levels of organization, along with the integument, skeletal, muscular, and nervous systems are covered. Three hours of lecture and two hours of lab per week. *Meets foundational core life science requirement. Offered fall semester.*

**BIO 245** **4 hours**  
**Human Anatomy and Physiology II**  
 The second of a two-course survey covering the structure and function of the human body. The endocrine, cardiovascular, respiratory, digestive, urinary, and reproductive systems are covered. Three hours of lecture and two hours of lab per week. *Prerequisite: BIO 244. Offered spring semester.*

**BIO 270** **1-4 hours**  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**BIO 280** **2 hours**  
**Research Methods**  
 A lecture- and seminar-based introduction to how biology research is designed, interpreted, and communicated. Topics include hypothesis formulation, literature review and analysis, experimental design, experimental error and the role of statistics, data interpretation, research communication (visual, oral, and written), and scientific integrity. *Biology majors only or with instructor approval.*

**BIO 300** **4 hours**  
**Medical Physiology**  
 Medical Physiology is taught in Cuenca Ecuador by the Medical School of the Universidad del Azuay. The course is part of the Global Engagement Centre program for the department of biology. The course covers human physiology in a clinical setting. Class is approached in a pathology problems based curriculum with laboratories in the university hospital. *Permission is required by the Director of the Cuenca Centre.*

**BIO 301** **4 hours**  
**Taxonomy of Vascular Plants**  
 Identification, classification, and systematics of vascular plants are studied. Topics include basic population genetics, the process of speciation, phylogeny reconstruction, and molecular patterns of diversification. Laboratory emphasis is on local flora, plant family characteristics, and modern systematic techniques. Two hours of lecture and four hours of laboratory per week. *Prerequisite: BIO 202; BIO 203 is recommended. Offered fall semester of odd years.*

**BIO 304** **4 hours**  
**Field Natural History of the Black Hills**  
 Field Course: Introduction to basic field and lab methods used in field natural history. Includes basic nomenclature of spring flora and fauna in terrestrial as well as aquatic systems. Examines the principles of geology/paleontology, ecosystems, communities, and wildlife as exhibited in the Black Hills region of South Dakota, including Mt. Rushmore, Badlands National Park, Custer State Park, Devils Tower National Monument, the Black Hills National Forest, and Yellowstone and Grand Teton National Parks. *Prerequisites: BIO 202, ENS 204, or permission of instructor. Offered summers at the Wheaton College Science Station, Black Hills South Dakota.*

**BIO 305** **4 hours**  
**Natural History of the Rocky Mountains**  
 Field Course: Natural History of the Rocky Mountains is a field study course of the ecology and natural history of the Rocky Mountains. Students study the varied life zones, geology, climatic, and soil interactions of the Sonoran Desert, Grand Canyon, Great Basin Desert, Great Salt Lake, Yellowstone, Grand Teton National Park, Pawnee Prairie, and Rocky Mountain National Park. Students will gain appreciation of God's creation. *Prerequisites: Completion of the biology core courses before enrolling or permission of the professor. Offered summer semester.*

**BIO 307** **4 hours**  
**Vertebrate Natural History**  
 This course looks at the adaptive anatomy, feeding relationships, behavior, life history, and geographical distribution of vertebrates from fishes to mammals. Labs focus on methods currently employed for study and observation of vertebrates in the field and involve several outdoor sessions. Three hours of lecture and three hours of lab per week. *Prerequisite: BIO 202 or permission of the instructor; ENS 204 is recommended. Offered spring semester.*

**BIO 312** **4 hours**  
**Cellular and Molecular Biology**  
 Analysis of the eukaryotic cell with regard to its molecular and biochemical characteristics, including bioenergetics, protein kinesis, cell signaling, cell-division cycle, cell junctions and extracellular matrix, cancer, stem cells and tissue renewal, and the adaptive immune system. Three hours lecture and three hours of lab per week. *Prerequisites: BIO 201; 203; CHE 201 or CHE 211; CHE 202 or CHE 212; and minimum junior status or permission of the instructor.*

**BIO 331** **4 hours**  
**Comparative Anatomy**  
 Classification, characteristics, and comparison of typical chordate animals with emphasis on the vertebrates. Lab contains detailed dissection of representative vertebrates. Three hours of lecture and three hours laboratory per week. *Prerequisite: BIO 202 or permission of instructor. Offered fall semester of odd years and summers at discretion of faculty.*

**BIO 345** **3 hours**  
**Evolution and the Nature of Science**  
 This course introduces the conceptual and theoretical foundations of evolution and the nature of science. Students will be introduced to the longer-term processes of change. Evaluation of theories of species dynamics will be understood within the framework of the nature of science. *Prerequisite: Junior standing as a biology major or instructor permission.*

**BIO 351** **4 hours**  
**Advanced Human Anatomy**  
 Upper division course providing students with an advanced study of human anatomy. Includes detailed laboratory dissections of the dogfish shark and domestic cat, serving as models for human anatomy and, as importantly, detailed practice in the skills used in dissection. *Three hours lecture and three hours of laboratory per week. Prerequisites: BIO 201; and CHE 201 or 211. Offered fall semester.*

**BIO 360** 1-4 hours  
**Independent Study**  
An individualized, directed study involving a specified topic.

**BIO 370** 1-4 hours  
**Selected Topics**  
A course offered on a subject of interest but not listed as a regular course offering.

**BIO 393** 1-4 hours  
**Practicum**  
Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. *Offered primarily during summer.*

**BIO 410** 3 hours  
**Bioethics**  
An introduction to bioethics, comprising an overview of ethical theory, uniquely Christian contributions to ethical theory, and a consideration of specific bioethical problems. The interaction of bioethics in the worlds of ideologies, politics, and economics, and the unique contribution a Christian bioethical perspective brings to the public square, will also be foci of the course. Designed for upper level biology students, but open to any upper division student willing and able to acquire the necessary biological competence to knowledgeably deal with the biology of the course material.

**BIO 432** 4 hours  
**Developmental Biology**  
A study of development at the molecular, cellular, and organismal levels. The class sessions focus on current concepts in developmental biology. The lab utilizes living model organisms (e.g. urchin, fly, chick) to conduct inquiry-based projects. *Three hours of lecture and three hours of laboratory per week. Prerequisites: BIO 201 and 203; BIO 312 or 462 recommended. Offered fall semester.*

**BIO 441** 4 hours  
**Environmental Physiology**  
An introduction to the physiology of cells and tissues with emphasis on responses to environmental challenges. Topics include cell structure, protein synthesis and enzymes, water balance, transport, mineral nutrition, metabolism including photosynthesis, and responses to environmental cues stresses. Three hours of lecture and three hours of laboratory per week. *Prerequisites: BIO 202, CHE 201 or 211, and CHE 202 or 212. Offered spring semester of odd years.*

**BIO 450** 1-4 hours  
**Directed Research**  
Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.

**BIO 451** 4 hours  
**Advanced Human Physiology**  
Upper division course providing students with an advanced study of human physiology. Includes detailed laboratory experiences, including human demonstrations, the use of animals as models for humans, and practical experience with instrumentation used to examine the functional processes of organ systems. *Three hours lecture and three hours of laboratory per week. Prerequisites: BIO 201; BIO 331 or 351; and CHE 201 or 211. Offered spring semester.*

**BIO 452** 4 hours  
**Animal Physiology**  
A study of the physiological nature of living organisms with special consideration of the functions of vertebrate organ systems. Practical experience is given in working with live animals and the instrumentation used to examine the functional processes of various systems. Three hours of lecture and three hours of laboratory per week. *Prerequisites: BIO 331; CHE 201 or 211; and CHE 202 or 212. Offered spring semester.*

**BIO 462** 4 hours  
**Molecular Genetics**  
The current understanding of what a gene is, how it functions, and how it is regulated, particularly from a molecular perspective, is the essence of this course. Viral, prokaryotic, and eukaryotic systems are studied. Current scientific literature as well as a published textbook serve as sources. Three hours lecture and one four-hour laboratory per week. *Prerequisites: BIO 201, 203, and two courses in chemistry. BIO 471 is recommended. Offered fall semester.*

**BIO 471** 4 hours  
**Microbiology and Immunology**  
An introduction to general microbiology and to the human immune response. Included are microbial growth and control, diversity and taxonomy, the ecological role of microorganisms, and medical microbiology. The laboratory provides basic bacterial culture techniques, including the identification of unknowns. Three hours lecture and three hours of laboratory per week. *Prerequisites: BIO 201 and BIO 203. Two courses in chemistry are recommended. Offered spring semester.*

**BIO 472** 4 hours  
**Histology**  
The study of minute structure, composition, and function of tissue. Lectures and laboratories help expose students to both the normal tissue formation found in animal tissues (chiefly mammalian) and many of the abnormal tissue developments associated with pathological dysfunctions. *Prerequisites: Completion of the biology core courses before enrolling or permission of the instructor.*

**BIO 480** 1-4 hours  
**Seminar**  
A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.

**BIO 490** 1-2 hours  
**Honors**  
Individualized study or research of an advanced topic within a student's major. *Open to students with at least a 3.00 GPA in the major field.*

**BIO 493** 4 hours  
**Biology Senior Capstone**  
An integrative, senior-level course in which major themes from within the biology major and from the Taylor foundational core program are intentionally revisited at a depth appropriate to college seniors. Such themes include the nature of biology as a natural science, the historical and philosophical foundations of the natural sciences, and the interaction and integration of biology with the Christian faith. Students will also actively engage in the process of doing current biological science, as well as consider several ethical issues that arise from current biology. *Prerequisite: Senior standing as a biology major. Offered January interterm.*

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## Notes

# Chemistry and Biochemistry

**Chair, Professor D. Hammond**  
**Professors D. King, L. Kroll**  
**Associate Professor P. Stan**  
**Assistant Professor B. Magers**

The Department of Chemistry and Biochemistry provides high-quality training in chemistry and biochemistry while providing opportunities for meaningful spiritual and interpersonal experiences that will enable students to move successfully into the next phase of their professional training or the career of their choice. Chemistry is an excellent starting point for careers in research within the physical and life sciences, medicine, veterinary medicine, dentistry, pharmacy, environmental science, forensic science, education, industry, food science, and many others.

## Biochemistry (BS)

The Bachelor of Science degree with a major in Biochemistry requires 71-73 hours. This program prepares students for a career in biochemistry, medicine, molecular biology, and other related fields. *All major courses must be completed with a grade of C- or better and are included in the major GPA.*

### Major Requirements

CHE 211	4	College Chemistry I
CHE 212	4	College Chemistry II
CHE 301	4	Analytical Chemistry I
CHE 302	4	Analytical Chemistry II
CHE 311	4	Organic Chemistry I
CHE 312	4	Organic Chemistry II
CHE 330	4	Advanced Inorganic Chemistry
CHE 410L	2	Biochemistry Lab
CHE 411	3	Biochemistry I
CHE 412	3	Biochemistry II
CHE 420	1	Chemistry Thesis
CHE 431	4	Physical Chemistry I

Select 3 hours of advanced biochemistry or directed research

### Additional Major Requirements

MAT 230	4	Calculus II
PHY 211	4	University Physics I
PHY 212	5	University Physics II
BIO 201	4	Biology I: Foundations of Cell Biology and Genetics

Select one option from the following:

MAT 151	4	Calculus I
MAT 145 <sup>i</sup>	3	Introduction to Functions and Calculus
and		
MAT 146 <sup>i</sup>	3	Functions and Calculus

<sup>i</sup>MAT 145 and MAT 146 combination meets requirement.

### Electives

Select two upper-division biology courses (6 hours).

### Recommended Biology Courses

BIO 203	4	Principles of Genetics
BIO 462	4	Molecular Genetics
BIO 471	4	Microbiology and Immunology
CHE 320	4	Environmental Pollution and Toxicology

## Chemistry (BA)

The Bachelor of Arts degree with a major in Chemistry requires two years of one foreign language and 59-61 hours in the major. This program is suitable for students wishing to enter either graduate school or the chemical industry. *All major courses must be completed with a grade of C- or better and are included in the major GPA.*

### Major Requirements

CHE 211	4	College Chemistry I
CHE 212	4	College Chemistry II
CHE 301	4	Analytical Chemistry I
CHE 302	4	Analytical Chemistry II
CHE 311	4	Organic Chemistry I
CHE 312	4	Organic Chemistry II
CHE 330	4	Advanced Inorganic Chemistry
CHE 410L	2	Biochemistry Lab
CHE 411	3	Biochemistry I
CHE 420	1	Chemistry Thesis
CHE 431	4	Physical Chemistry I
CHE 432	4	Physical Chemistry II

### Additional Major Requirements

MAT 230	4	Calculus II
PHY 211	4	University Physics I
PHY 212	5	University Physics II

Select one option from the following:

MAT 151	4	Calculus I
MAT 145 <sup>i</sup>	3	Introduction to Functions and Calculus
and		
MAT 146 <sup>i</sup>	3	Functions and Calculus

<sup>i</sup>MAT 145 and MAT 146 combination meets requirement.

### Recommended Courses

CHE 320	4	Environmental Pollution and Toxicology
CHE 412	3	Biochemistry II
MAT 240	4	Calculus III
MAT 251	4	Differential Equations
MAT 352	4	Mathematical Statistics
COS ____		Any Computer Science course

NAS 480 is recommended in the junior or senior year.

## Chemistry (BS)

The Bachelor of Science degree with a major in Chemistry consists of 68 hours in the major. This program is especially attractive to students planning to enter either graduate school or the chemical industry. *All major courses must be completed with a grade of C- or better and are included in the major GPA.*

### Major Requirements

CHE 211	4	College Chemistry I
CHE 212	4	College Chemistry II
CHE 301	4	Analytical Chemistry I
CHE 302	4	Analytical Chemistry II
CHE 311	4	Organic Chemistry I
CHE 312	4	Organic Chemistry II
CHE 330	4	Advanced Inorganic Chemistry
CHE 410L	2	Biochemistry Lab
CHE 411	3	Biochemistry I
CHE 412	3	Biochemistry II
CHE 420	1	Chemistry Thesis
CHE 431	4	Physical Chemistry I
CHE 432	4	Physical Chemistry II
CHE 450*	6	Directed Research

\*A minimum of 3 credits must be completed on campus

### Additional Requirements

MAT 151	4	Calculus I
MAT 230	4	Calculus II
PHY 211	4	University Physics I
PHY 212	5	University Physics II

### Recommended Courses

BIO 201	4	Biology I: Foundations of Cell Biology and Genetics
CHE 320	4	Environmental Pollution and Toxicology
MAT 240	4	Calculus III
MAT 251	4	Differential Equations
MAT 352	4	Mathematical Statistics

## Chemistry Education (BS)

The Bachelor of Science degree with a major in Chemistry Education requires 45-48 hours in addition to education courses. *All major courses, including education curriculum courses, must be completed with a grade of C- or better and are included in the major GPA.*

### Chemistry Courses

CHE 211	4	College Chemistry I
CHE 212	4	College Chemistry II
CHE 301	4	Analytical Chemistry I
CHE 302	4	Analytical Chemistry II
CHE 311	4	Organic Chemistry I
CHE 420	1	Chemistry Thesis
CHE 431	4	Physical Chemistry I

Select at least one course from:

CHE 312	4	Organic Chemistry II
CHE 320	4	Environmental Pollution and Toxicology
CHE 330	4	Advanced Inorganic Chemistry
CHE 411	3	Biochemistry I

### Additional Major Requirements

MAT 230	4	Calculus II
PHY 211	4	University Physics I
PHY 212	5	University Physics II

Select one option from the following:

MAT 151	4	Calculus I
MAT 145 <sup>†</sup>	3	Introduction to Functions and Calculus
and		
MAT 146 <sup>†</sup>	3	Functions and Calculus

<sup>†</sup>MAT 145 & 146 count as one option.

### Professional Education

EDU 150	3	Education in America
EDU 222	2	Reading in the Content Area for Secondary Teachers
EDU 260	3	Educational Psychology
EDU 307	2	Discipline and Classroom Management for Secondary Teachers
EDU 309	1	Teaching in Secondary, Junior High/Middle Schools—Special Methods
EDU 328	2	Assessment for Student Learning
EDU 332	2	The Junior High/Middle School
EDU 344	1	Educational Technology in Secondary Education
EDU 384	1	Perspectives on Diversity
EDU 431	15	Supervised Internship in Secondary Schools
NAS 309	2	Science Education Methods
SED 220	3	Exceptional Children

### Additional Education Requirements

CAS 110	3	Public Speaking
PSY 340	3	Adolescent Psychology

## Chemistry–Environmental Science (BS)

This integrated major has a strong emphasis on the physical aspects of environmental studies. It is appropriate for students planning careers in environmental research or industrial or municipal environmental monitoring and control. The Bachelor of Science degree with a major in Chemistry–Environmental Science requires 91 major hours. *All major courses must be completed with a grade of C- or better and are included in the major GPA.*

### Chemistry Requirements

CHE 211	4	College Chemistry I
CHE 212	4	College Chemistry II
CHE 301	4	Analytical Chemistry I
CHE 302	4	Analytical Chemistry II
CHE 311	4	Organic Chemistry I
CHE 312	4	Organic Chemistry II
CHE 330	4	Advanced Inorganic Chemistry
CHE 410L	2	Biochemistry Lab
CHE 411	3	Biochemistry I
CHE 420	1	Chemistry Thesis
CHE 431	4	Physical Chemistry I
CHE 432	4	Physical Chemistry II

### Physics Requirements

PHY 211	4	University Physics I
PHY 212	5	University Physics II

### Environmental Science Requirements

CHE 320	4	Environmental Pollution and Toxicology
ENS 204	4	Principles of Ecology
ENS 302	4	Environmental Law and Policy
ENS 383	4	Environmental Ethics
SUS 231	4	Environmental Science, Society, and Sustainability

Select one course from the following:

CHE 393	2-4	Practicum
ENS 393	2-4	Practicum

### Mathematics Requirements

MAT 230	4	Calculus II
Select <u>one</u> option from the following:		
MAT 151	4	Calculus I
MAT 145 <sup>†</sup>	3	Introduction to Functions and Calculus
and		
MAT 146 <sup>†</sup>	3	Functions and Calculus

<sup>†</sup>MAT 145 & 146 count as one option.

**Electives** (to complete a minimum of 91 major hours)

CHE 412	3	Biochemistry II
ENS 241	4	Physical Geology
MAT 210	4	Introductory Statistics

## Chemistry/Pre-Medicine Concentration (BA)

The Bachelor of Arts degree with a major in Chemistry and a pre-professional concentration in Pre-Medicine requires two years, sequential study of one foreign language and 66-69 major hours.

Students interested in the pre-medicine curriculum should check out during their sophomore year the medical school admissions requirements for the school(s) to which they plan to apply. The Medical School Admission Requirements guide published annually by AAMC is the best resource for this information. It is important to meet the specific entrance requirements of the medical school(s) chosen.

Maintaining at least an A- average and scoring well on the MCAT test (usually taken in the spring of the junior year) are common prerequisites for acceptance to a medical school. Assistance is available in preparing for the MCAT examinations. *All major courses, including those in the concentration, must be completed with a grade of C- or better and are included in the major GPA.*

### Major Requirements

CHE 211	4	College Chemistry I
CHE 212	4	College Chemistry II
CHE 301	4	Analytical Chemistry I
CHE 302	4	Analytical Chemistry II
CHE 311	4	Organic Chemistry I
CHE 312	4	Organic Chemistry II
CHE 330	4	Advanced Inorganic Chemistry
CHE 410L	2	Biochemistry Lab
CHE 411	3	Biochemistry I
CHE 420	1	Chemistry Thesis
CHE 431	4	Physical Chemistry I

### Additional Major Requirements

MAT 230	4	Calculus II
PHY 211	4	University Physics I
PHY 212	5	University Physics II
Select <u>one</u> option from the following:		
MAT 151	4	Calculus I
MAT 145†	3	Introduction to Functions and Calculus
and		
MAT 146†	3	Functions and Calculus

†MAT 145 & 146 count as one option.

Select three biology courses from the following:

BIO 201*	4	Biology I: Foundations of Cell Biology and Genetics
BIO 202	4	Biology II: Organisms and Diversity
BIO 203*	4	Principles of Genetics
BIO 312	4	Cellular and Molecular Biology
BIO 331*	4	Comparative Anatomy
BIO 432	4	Developmental Biology
BIO 452*	4	Animal Physiology
BIO 471	4	Microbiology and Immunology

\*BIO 201; 203; and 331 or 452 are highly recommended.

### Recommended Courses

CHE 320	4	Environmental Pollution and Toxicology
CHE 412	3	Biochemistry II

## Chemistry Minor

The Chemistry minor requires a minimum of 22 hours and includes at least four semesters of core chemistry lab courses. *All minor courses must be completed with a grade of C- or better and are included in the minor GPA.*

### Minor Requirements

CHE 211	4	College Chemistry I
CHE 212	4	College Chemistry II
CHE 311	4	Organic Chemistry I

### Electives

Select one of the following chemistry options:

CHE 301	4	Analytical Chemistry I
CHE 302	4	Analytical Chemistry II
CHE 320	4	Environmental Pollution and Toxicology
CHE 330	4	Advanced Inorganic Chemistry

Select at least two additional, 3-4 credit hour upper-division (300/400-level) chemistry courses.

## Chemistry Courses

### CHE 100 4 hours Chemistry for Living

A course designed for students who have little or no background in chemistry. Basic principles of chemistry are applied in a social context. Three hours of lecture and one two-hour lab per week. *Meets foundational core physical science requirement. No prerequisite, although high school algebra is recommended.*

### CHE 120 4 hours Forensic Science

This course is a one semester introduction to forensic science which will focus on the application of physical and life sciences to criminal investigation. Topics include the crime scene, physical evidence, fingerprints, forensic toxicology, forensic serology, as well as many others. *There are no prerequisites. Based upon the course section selected, will meet either a life or physical science foundational core requirement.*

### CHE 170 1-4 hours Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

### CHE 201 4 hours General, Organic, and Biochemistry I

This is the first semester of a two-semester sequence designed for students with minimal backgrounds in chemistry yet need a solid foundation in chemistry for their major. These students do not typically take other chemistry courses beyond this sequence. The two semesters are a comprehensive overview of general chemistry, organic chemistry, and biochemistry. The first semester focuses on general chemistry with an introduction to organic chemistry. *Three hours of lecture and three hours of lab per week. Meets foundational core physical science requirement. No college level prerequisites, but high school algebra and chemistry are strongly recommended.*

### CHE 202 4 hours General, Organic, and Biochemistry II

This is the continuation of CHE 201 (see CHE 201 description). The second semester continues with the introduction to organic chemistry and includes an overview of biochemistry. *Three hours of lecture and three hours of lab per week. Prerequisite: CHE 201.*

### CHE 211 4 hours College Chemistry I

This is a general chemistry course for those intending to take later coursework in chemistry, such as organic, inorganic, analytical, or environmental chemistries. The course thoroughly explores the basic concepts and theories of chemistry, using quantitative skills to predict and characterize chemical properties and changes. The nature of atomic structure and chemical bonding and the properties of solids, liquids, and gases are all presented and studied using lectures, demonstrations, and computer-assisted teaching and testing methods. Chemical change is studied in terms of reaction classes, energy flows, and kinetic theories. *Three hours of lecture and three hours of lab per week. Meets the foundational core physical science requirement. High school algebra and chemistry are strongly recommended.*

### CHE 212 4 hours College Chemistry II

The second general chemistry course for those intending to take later coursework in chemistry, such as organic, inorganic, analytical, or environmental chemistries. This course thoroughly explores the basic concepts and theories of chemistry using quantitative skills to predict and characterize chemical properties and changes. The nature of organic chemistry, complexes, equilibria, electrochemistry, and advanced acid-base properties are all presented and studied using lectures, demonstrations, and computer-assisted teaching and testing methods. Chemical change is studied in terms of entropy, free energy, and kinetic theories. *Three hours of lecture and three hours of lab per week. Prerequisite: CHE 211.*

**CHE 270** **1-4 hours**  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**CHE 301** **4 hours**  
**Analytical Chemistry I**  
 Introduction to modern theories and methods used in separations and quantitative determinations. Topics include basic statistics and treatment of data, gravimetry, titrations, and spectroscopy. Topics correlate with the lab. Lab includes gravimetric, titrations, and spectroscopy. Some instrumentation is used including AA and GCMS. *Three hours of lecture and three hours of lab per week. Prerequisite: CHE 212 or permission of instructor.*

**CHE 302** **4 hours**  
**Analytical Chemistry II**  
 A continuation of CHE 301 in which instrumental methods of analysis are emphasized. A survey of instrumental methods used in modern analytical chemistry. Topics include the general principles of basic instrument components and their integration into the wide variety of modern instrumentation. Students will gain hands-on experience with a variety of spectroscopic (UV, VIS, AA), spectrometric (MS), electrochemical, chromatographic (HPLC, GC, IC), and hybrid (GC/MS, LC/MS) analytical instrumentations. *Three hours of lecture and three hours of lab per week. Prerequisite: CHE 301 or permission of instructor.*

**CHE 311** **4 hours**  
**Organic Chemistry I**  
 The study of covalent carbon compounds. Nomenclature, properties, and reactions (including reaction mechanisms) of all classes of hydrocarbons, alcohols, ethers, halides, and organometallic substances are studied. NMR, IR, and MS spectroscopic methods are learned and applied. The lab includes development of advanced lab skills and study of the kinetics and properties of organic substances in reactions. *Three hours of lecture and three hours of lab per week. Prerequisite: CHE 212.*

**CHE 312** **4 hours**  
**Organic Chemistry II**  
 Continuation of CHE 311. Focuses on carbonyl and carboxylate compounds and their derivatives, amines, and polyfunctional compounds, including biomolecules. Lab work includes study of the properties of aromatic compounds, qualitative organic analysis, and small group original research projects. *Three hours of lecture and three hours of lab per week. Prerequisite: CHE 311.*

**CHE 320** **4 hours**  
**Environmental Pollution and Toxicology**  
 A course that emphasizes principles and analysis of pollution sources, movement, distribution, and toxic effects in natural and biological environment. The principles of toxicology related to industry and the environment, including dose response, mechanisms of toxicity, hazard evaluation will be explored. The laboratory work will provide experience in sampling and analysis of water, as well as common toxicology techniques. *Three hours of lecture and three hours of lab per week. One year of general chemistry is recommended.*

**CHE 330** **4 hours**  
**Advanced Inorganic Chemistry**  
 Coverage of the bonding and properties of the main group and especially transition metal elements with a focus on their coordination and solid-state chemistry. Molecular symmetry principles, spectroscopy, materials science and catalytic applications of these substances are discussed in lecture and studied in lab. *Three hours of lecture and three hours of lab per week. Prerequisite: CHE 311.*

**CHE 360** **1-4 hours**  
**Independent Study**  
 An individualized, directed study involving a specified topic.

**CHE 370** **1-4 hours**  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**CHE 393** **1-4 hours**  
**Practicum**  
 Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. *Offered primarily during summer.*

**CHE 410L** **2 hours**  
**Biochemistry Lab**  
 The lab uses a case study approach in which an enzyme is isolated and characterized in detail. The molecular genetics, structure, regulation, and kinetics of the enzyme are studied using a wide range of techniques. This course is designed for chemistry and biology majors with a background in organic chemistry. There will be some lecture, but the primary experience will be in the lab. *Prerequisite: CHE 411 or consent of instructor. BIO 201 is strongly recommended. Offered January interterm.*

**CHE 411** **3 hours**  
**Biochemistry I**  
 An introduction to the principles of biochemistry in which conformation and biosynthesis of macromolecules, bioenergetics, molecular genetics, and techniques of separation and analysis are studied. This course is designed for chemistry and biology majors with a background in organic chemistry. *Three hours of lecture per week. Prerequisite: CHE 311 or permissions of instructor. BIO 201 and CHE 312 are strongly recommended.*

**CHE 412** **3 hours**  
**Biochemistry II**  
 This course is a continuation of CHE 411. The emphasis is on metabolism, molecular genetics, and molecular physiology. This course is designed for chemistry and biology majors with a background in organic chemistry. *Three hours of lecture per week. Prerequisite: CHE 411 or consent of instructor. BIO 201 is strongly recommended.*

**CHE 420** **1 hour**  
**Chemistry Thesis**  
 Students write a major paper, receive coaching and feedback, modify their paper if necessary, and give an oral presentation. *Prerequisite: Successful completion of fall term paper writing workshop. Required of all chemistry seniors.*

**CHE 431** **4 hours**  
**Physical Chemistry I**  
 An introduction to the principles of thermodynamics, kinetic-molecular theory of gases, and chemical kinetics. The lab includes vacuum techniques, thermometry, thermoregulation, calorimetry, physical characterization of solutions, and optical techniques. *Three hours of lecture and three hours of lab per week. Prerequisites: CHE 211; CHE 212; PHY 211; PHY 212; MAT 146 or 151; and MAT 230.*

**CHE 432** **4 hours**  
**Physical Chemistry II**  
 Emphasis on elementary principles of quantum mechanics, molecular structure, spectroscopy, and photochemistry. The lab focuses on computational chemistry and spectroscopy. *Three hours of lecture and three hours of lab per week. Prerequisites: CHE 211, CHE 212, PHY 211, PHY 212, MAT 146 or 151, and MAT 230.*

**CHE 450** **1-4 hours**  
**Directed Research**  
 Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.

**CHE 480** **1-4 hours**  
**Seminar**  
 A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.

**CHE 490** **1-2 hours**  
**Honors**  
 Individualized study or research of an advanced topic within a student's major. *Open to students with at least a 3.00 GPA in the major field.*

## Notes



# Computer Science and Engineering

*Chair, Professor A. White*

*Professor S. Brandle*

*Associate Professors J. Cramer, J. Geisler, T. Nurkkala*

*Assistant Professors W. Bauson, J. Denning, D. Stanley*

In support of the overall Taylor University mission, the mission of Computer Science and Engineering is to:

- Honor God in all we do
- Pursue excellence
- Help students become
  - Outstanding computer scientists
  - Exceptional systems analysts
  - Committed Christians
  - Highly motivated to serve

Eight baccalaureate majors are offered by the department:

- Computer Science (BA)**
- Computer Science (BS)**
- Computer Science/Systems (BS)**  
Systems requirements in addition to the computer science BA curriculum.
- Computer Science/Cybersecurity (BS)**  
The Computer Science/Cybersecurity major has been patterned around the curricular learning outcomes set by the Association for Computing Machinery and the National Center of Academic Excellence in Cyber Defense Education.
- Computer Science—Digital Media (BA)**  
Computer Science core with courses from Computer Science; Communication; and Art, Film, and Media emphasizing media use and computation.
- Computer Science—Digital Media/Systems (BS)**  
Systems requirements in addition to the Computer Science-New Media BA curriculum.
- Computer Engineering (BS)**  
Combination of fundamental engineering, computer science, and electronics curricula. Program is accredited by the Engineering Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012; telephone (410) 347-7700.
- Systems Engineering (BS)**  
Combination of fundamental engineering, systems, and operations research courses.

The department has cooperated with the Business Department in developing an entrepreneurial curriculum. Computer science majors interested in this area are encouraged to pursue the entrepreneurship minor offered by the Business Department. The proper choice of electives within the Computer Science major allows the student to select courses that also apply to the Entrepreneurship minor.

## Systems for Bachelor of Science Degree

The systems program is offered by the Computer Science and Engineering Department. For a description of the program and requirements for majors outside of the department, refer to **Academic Programs and Requirements** on page 35 and **Academic Departments and Courses** on pages 58-208.

## Computer Science (BA)

The Bachelor of Arts degree with a major in Computer Science requires the completion of two years of one foreign language and 64 hours in the major. Majors are required to pass a comprehensive examination during their senior year. This examination includes an implementation project, written and oral presentation of this work, and a written examination over coursework in the major field. The project and presentation portions of this examination are included in COS 492 Senior Project. Courses may not be used to fulfill more than one requirement: core or elective. All major courses must be completed with a grade of C- or better and are included in the major GPA.

### Core Requirements

COS 102	3	Fundamentals of Systems and Computing
COS 120	4	Introduction to Computational Problem Solving
COS 121	4	Foundations of Computer Science
COS 143	3	Interactive Webpage Design
COS 243	3	Multi-tier Web Application Development
COS 265	4	Data Structures and Algorithms
COS 284	3	Introduction to Computer Systems
COS 492	3	Senior Project
COS 493	1	Computer Science Senior Capstone
MAT 151	4	Calculus I
MAT 215	3	Discrete Mathematics for Computer Science

Select one course from the following:

COS 311	3	Ethics in Computer Science
COS 321	3	Ethics and Technology

Select one course from the following:

COS 320	3	Algorithm Design
COS 382	3	Language Structures
COS 435	3	Theory of Computation

Select one course from the following:

COS 393	3	Practicum
COS 394	3	Advanced Projects
COS 450	3	Directed Research

Select one course from the following:

MAT 210	4	Introductory Statistics
MAT 352	4	Mathematical Statistics

### Electives

Select additional electives to complete the 64-hour requirement from the following:

COS 230	3	Missions Technology
COS 280	3	Introduction to Artificial Intelligence
COS 3__	I-16	Any 300-level COS course
COS 4__	I-16	Any 400-level COS course
SYS 214	3	Principles of Human Computer Interaction
SYS 352	3	Knowledge Based Systems
SYS 401	3	Operations Research
SYS 403	3	Operations Management
SYS 411	3	Machine Learning

## Computer Science/Systems (BS)

The Bachelor of Science degree with a major in Computer Science/Systems consists of the 64-hour BA major requirement and the following 19-hour curriculum requirements in systems analysis. Majors are required to pass a comprehensive examination during their senior year. This examination may include an implementation project, written and oral presentation of this work, and a written examination over coursework in the major field. The project and presentation portions of this examination are included in COS 492 Senior Project. Courses may not be used to fulfill more than one requirement: core or elective. *All major courses, including systems curriculum courses, must be completed with a grade of C- or better and are included in the major GPA.*

### Systems Curriculum Requirements

IAS 330	3	Human Relations in Organizations
SYS 390	3	Information Systems Analysis
SYS 392	1	Systems Seminar
SYS 394	3	Information Systems Design
SYS 403	3	Operations Management

Select one course from the following:

SYS 352	3	Knowledge Based Systems
SYS 401	3	Operations Research
SYS 402	3	Modeling and Simulation
SYS 411	3	Machine Learning

### Systems Electives

Select at least 3 hours of electives, in addition to those required in the major or systems:

MAT 382	3	Advanced Statistical Methods
MGT 201	3	Introduction to Business
SYS 214	3	Principles of Human Computer Interaction
SYS 310	3	E-Commerce
SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

\*Course may not be used as both a systems requirement and systems elective.

## Computer Science (BS)

The Bachelor of Science degree with a major in Computer Science requires the completion of 80 hours in the major. Majors are required to pass a comprehensive examination during their senior year. This examination includes an implementation project, written, and oral presentation of this work, and a written examination over coursework in the major field. The project and presentation portions of this examination are included in COS 453 Research II. Courses may not be used to fulfill more than one requirement: core or elective. *All major courses must be completed with a grade of C- or better and are included in the major GPA.*

### Core Requirements

COS 102	3	Fundamentals of Systems and Computing
COS 120	4	Introduction to Computational Problem Solving
COS 121	4	Foundations of Computer Science
COS 143	3	Interactive Webpage Design
COS 243	3	Multi-tier Web Application Development
COS 265	4	Data Structures and Algorithms
COS 284	3	Introduction to Computer Systems
COS 310	1	Current Literature Survey
COS 320	3	Algorithm Design
COS 382	3	Language Structures
COS 435	3	Theory of Computation
COS 452	3	Research I
COS 453	3	Research II
COS 493	1	Computer Science Senior Capstone
MAT 151	4	Calculus I
MAT 215	3	Discrete Mathematics for Computer Science

Select one course from the following:

COS 311	3	Ethics in Computer Science
COS 321	3	Ethics and Technology

Select two courses from the following:

COS 381	3	Computer Architecture
COS 421	3	Operating Systems
COS 436	3	Distributed Processing

Select one course from the following:

MAT 210	4	Introductory Statistics
MAT 352	4	Mathematical Statistics

### Electives

Select additional electives to complete the 80-hour requirement from the following:

COS 230	3	Missions Technology
COS 280	3	Introduction to Artificial Intelligence
COS 3__	1-19	Any 300-level COS course
COS 4__	1-19	Any 400-level COS course
SYS 214	3	Principles of Human Computer Interaction
SYS 352	3	Knowledge Based Systems
SYS 401	3	Operations Research
SYS 403	3	Operations Management
SYS 411	3	Machine Learning

## Computer Science/Cybersecurity (BS)

The bachelor of science degree with a major in computer science/cybersecurity requires the completion of 77 hours in the major. Courses may not be used to fulfill more than one requirement: core or elective. *All major courses must be completed with a grade of C- or better and are included in the major GPA.*

### Core Requirements

COS 109	3	Computer and Network Operations
COS 120	4	Introduction to Computational Problem Solving
COS 121	4	Foundations of Computer Science
COS 143	3	Interactive Webpage Design
COS 232	3	Computer and Network Security I
COS 243	3	Multi-tier Web Application Development
COS 265	4	Data Structures and Algorithms
COS 284	3	Introduction to Computer Systems
COS 311	3	Ethics in Computer Science
COS 323	3	Computer and Network Security II
COS 331	3	Data Communications
COS 343	3	Database Systems
COS 393	3	Practicum
COS 411	3	Digital Forensics
COS 421	3	Operating Systems
COS 432	3	Software Reverse Engineering and Analysis
COS 492	3	Senior Project
COS 493	1	Computer Science Senior Capstone
MAT 151	4	Calculus I
MAT 210	4	Introductory Statistics
MAT 215	3	Discrete Mathematics for Computer Science
POS 350	3	International Security

Select two courses from the following:

COS 280	3	Introduction to Artificial Intelligence
COS 320	3	Algorithm Design
COS 381	3	Computer Architecture
COS 382	3	Language Structures
COS 435	3	Theory of Computation
COS 436	3	Parallel and Distributed Computing

### Electives

Select additional electives to complete the 77-hour requirement from the following:

COS 230	3	Missions Technology
COS 280	3	Introduction to Artificial Intelligence
COS 3__	1-4	Any 300-level COS course
COS 4__	1-4	Any 400-level COS course

### Computer Science–Digital Media (BA)

The Bachelor of Arts degree with a major in Computer Science–Digital Media consists of two years of one foreign language and 58 hours in the major. Majors are required to pass a comprehensive examination during their senior year. This examination includes an implementation project, written and oral presentation of this work, and an examination over coursework in the major field. The project and presentation portions of this examination are included in COS 492 Senior Project. Courses may not be used to fulfill more than one requirement: core or elective. *All major courses must be completed with a grade of C- or better and are included in the major GPA.*

#### Core Requirements

ART 152	3	Visual Communication
ART 154	1	Digital Tools: Illustrator
ART 156	1	Digital Tools: Photoshop
ART 253	3	Foundations of Photography
ART 456	4	Web Animation
COS 120	4	Introduction to Computational Problem Solving
COS 121	4	Foundations of Computer Science
COS 143	3	Interactive Webpage Design
COS 243	3	Multi-tier Web Application Development
COS 265	4	Data Structures and Algorithms
COS 350	3	Computer Graphics
COS 393	3	Practicum
COS 492	3	Senior Project
COS 493	1	Computer Science Senior Capstone
FMP 215	3	Audio Production
FMP 220	3	Film and Video Production
SYS 214	3	Principles of Human Computer Interaction

Select one course from the following:

COS 311	3	Ethics in Computer Science
COS 321	3	Ethics and Technology

Select one course from the following:

COS 331	3	Data Communications
COS 351	3	Computer Vision
COS 424	3	Surfaces and Modeling
SYS 310	3	E-Commerce

Select one course from the following:

ART 151	3	Two Dimensional Design
ART 251	3	Typography
ART 353	3	Commercial Photography
FMP 230	3	Scriptwriting
JRN 345	3	Social Media Strategy

### Computer Science–Digital Media/Systems (BS)

The Bachelor of Science degree with a major in Computer Science–Digital Media consists of the 58-hour BA major requirement and curriculum requirements in systems analysis. Majors are required to pass a comprehensive examination during their senior year. This examination includes an implementation project, written and oral presentation of this work, and an oral examination over coursework in the major field. The project and presentation portions of this examination are included in COS 492 Senior Project. *All major courses, including systems curriculum courses, must be completed with a grade of C- or better and are included in the major GPA.*

#### Systems Curriculum Requirements

COS 102	3	Fundamentals of Systems and Computing
IAS 330	3	Human Relations in Organizations
MAT 151	4	Calculus I
SYS 390	3	Information Systems Analysis
SYS 392	1	Systems Seminar
SYS 394	3	Information Systems Design
SYS 403	3	Operations Management

Select one course from the following:

MAT 210	4	Introductory Statistics
MAT 352	4	Mathematical Statistics

Select one course from the following:

SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

#### Systems Electives

Select at least 3 hours of electives, in addition to those required in the major or systems:

MAT 382	3	Advanced Statistical Methods
MGT 201	3	Introduction to Business
SYS 310	3	E-Commerce
SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

\*Courses in both areas may count only once.

### Computer Science Minor

A Computer Science minor requires 25 hours. Courses may not meet both a requirement and elective. *All minor courses must be completed with a grade of C- or better and are included in the minor GPA.*

#### Minor Requirements

COS 102	3	Fundamentals of Systems and Computing
COS 120	4	Introduction to Computational Problem Solving
COS 121	4	Foundations of Computer Science
COS 143	3	Interactive Webpage Design
COS 311	3	Ethics in Computer Science

#### Electives

Select additional electives to complete the 25-hour requirement from any of the following:

COS 2__	1-8	Any 200-level COS course
COS 3__	1-8	Any 300-level COS course
COS 4__	1-8	Any 400-level COS course
MAT 215	3	Discrete Mathematics for Computer Science
SYS 214	3	Principles of Human Computer Interaction
SYS 352	3	Knowledge Based Systems
SYS 411	3	Machine Learning

## Computer Engineering (BS)

Intimate knowledge of both physics and computer science is the foundation of the design and development of powerful and efficient embedded computer systems. The Computer Engineering major is offered jointly by the Computer Science and Engineering and the Physics and Engineering Departments and focuses on the theoretical and applied operation of computer hardware and software.

The computer engineering program is accredited by the Engineering Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012; telephone (410) 347-7700.

### Program Objectives:

1. Prepare our graduates to serve others dependably, most importantly their employer, customers, and community.
2. Prepare our graduates to practice technical competence, producing reliable engineering designs.
3. Prepare our graduates to exercise creativity in their work, fostering innovative solutions.
4. Prepare our graduates to pursue growth, both knowledge and career, thus ensuring dependability in an ever changing world.

The Bachelor of Science degree with a major in Computer Engineering requires 97 hours. Majors are required to pass a comprehensive examination during their senior year. This examination includes a major design and implementation project (COS 491, 494, 495), written and oral presentation of this work, and a written examination over coursework in the major field. *All major courses must be completed with a grade of C- or better and are included in the major GPA.*

### Physics and Engineering Requirements

PHY 211	4	University Physics I
PHY 212	5	University Physics II
ENP 104	3	Introduction to Engineering and Software Tools
ENP 231	4	Introduction to Electric Circuits
ENP 252	4	Principles of Engineering
ENP 261	3	Digital Systems Design
ENP 332	4	Control Systems
ENP 341	4	Microcomputer Interfacing
ENP 392	3	Junior Engineering Project
ENP 405	1	Engineering Ethics
ENP 431	4	Advanced Electronics and Microcircuits

### Mathematics Requirements

MAT 151	4	Calculus I
MAT 215	3	Discrete Mathematics for Computer Science
MAT 230	4	Calculus II
MAT 240	4	Calculus III
MAT 251	4	Differential Equations
MAT 352	4	Mathematical Statistics

### Computer Science Requirements

COS 121	4	Foundations of Computer Science
COS 130	3	Computational Problem Solving for Engineers
COS 265	4	Data Structures and Algorithms
COS 284	3	Introduction to Computer Systems
COS 331	3	Data Communications
COS 340	3	Software Engineering
COS 381	3	Computer Architecture
COS 393	2	Practicum
COS 421	3	Operating Systems
COS 491	2	Senior Engineering Project I
COS 493	1	Computer Science Senior Capstone
COS 494	3	Senior Engineering Project II
COS 495	1	Senior Engineering Project III

## Systems Engineering (BS)

Systems engineers determine the most effective ways to use the basic factors of production—people, machines, materials, information, and energy—to make a product or provide a service. They often use mathematical modeling in their work. The curriculum combines engineering, systems, math, and computer science courses. The Bachelor of Science degree with a major in Systems Engineering requires 104-106 hours. *All major courses must be completed with a grade of C- or better and are included in the major GPA.*

### Core Requirements

CHE 211	4	College Chemistry I
COS 102	3	Fundamentals of Systems and Computing
COS 130	3	Computational Problem Solving for Engineers
COS 143	3	Interactive Webpage Design
COS 491	2	Senior Engineering Project I
COS 492	3	Senior Project
COS 493	1	Computer Science Senior Capstone
COS 495	1	Senior Engineering Project II
ENP 104	3	Introduction to Engineering and Software Tools
ENP 252	4	Principles of Engineering
ENP 405	1	Engineering Ethics
MAT 151	4	Calculus I
MAT 230	4	Calculus II
MAT 240	4	Calculus III
PHY 211	4	University Physics I
PHY 212	5	University Physics II

### Additional Requirements

ECO 201	3	Principles of Microeconomics
ENP 231	4	Introduction to Electric Circuits
ENP 301	3	Statics
IAS 330	3	Human Relations in Organizations
NAS 480	1	Seminar

Select two courses from the following:

COS 121	4	Foundations of Computer Science
ENP 302	3	Strength of Materials and Machine Design
ENP 332	4	Control Systems
ENP 351	3	Thermodynamics

### Major Requirements

MAT 251	4	Differential Equations
MAT 352	4	Mathematical Statistics
MAT 382	3	Advanced Statistical Methods
SYS 214	3	Principles of Human Computer Interaction
SYS 390	3	Information Systems Analysis
SYS 392	1	Systems Seminar
SYS 393	2	Practicum
SYS 401	3	Operations Research
SYS 402	3	Modeling and Simulation
SYS 403	3	Operations Management
SYS 405	3	Operations Research II

Select one course from the following:

ENT 420	3	Creativity and Concept Development
ENT 422	3	New Venture Planning
MGT 352	3	Management Analysis and Practice
SYS 320	3	Economic Decision Analysis

## Computer Science Courses

### COS 102

3 hours

#### Fundamentals of Systems and Computing

An introduction to the basic concepts of “system” and “process” with particular emphasis on computing systems. Major topics include systems thinking, quality, problem solving, and design. Computing-specific topics include algorithms, networks, computer hardware, and basic relational database concepts. The learning experience features field trips and guest lectures.

### COS 104

2 hours

#### Computing and Culture – Applications and Context

An introduction to the ideas of computational technology including the use of applications, ethical foundations and the understanding of the context of technology in our world. Analysis from a Christian perspective is emphasized. Topics discussed include algorithmic thinking, organization of data with spreadsheets and databases, internet and security, hardware, software, and the history of computers. Important skills covered in the course include web design, spreadsheet and database applications, video and photo manipulation, information literacy, and an introduction to the process of programming. *Meets foundation core computation requirement.*

### COS 105

1 hour

#### Ethics, Computing, and Society

As computing technology becomes more complex and less visible, we understand less about how the world functions. Our worldview is impacted by technology in ways that are not recognized and, therefore, not critically evaluated, particularly with a Christian understanding. This course is designed to introduce students to the context of computation in their world. Through writing, discussions, and class assignments, students will gain an understanding of computing technology that goes beyond its use and explores the impact of technology on our world view. The context provided includes an introduction to the issues in our society associated with ethics and technology. Main topics addressed include: applying major ethical theories, intellectual property, privacy, and putting technology into context with a Christian perspective. *This course is available only to transfer students who have credit in an acceptable computer competency course and will meet the foundational core computation requirement for such students.*

### COS 106

2 hours

#### Computing and Culture – Applications and Context

An introduction to the ideas of computational technology including the use of applications, ethical foundations, and the understanding of the context of technology in our world. Analysis from a Christian perspective is emphasized. Topics discussed include algorithmic thinking, organization of data with spreadsheets and databases, internet and security, hardware, software, and the history of computers. Important skills covered in the course include web design, spreadsheet and database applications, video and photo manipulation, information literacy, and an introduction to the process of programming. *This course is intended for students in the Honors Guild and includes most material from COS 104 plus additional opportunity for discussion in the additional lab time. Two hours of lecture and two hours of lab. Meets foundation core computation requirement.*

### COS 109

3 hours

#### Computer and Network Operations

A study of the concepts, principles, tools, and constraints related to computer and network operations, including the following topics: shell scripting, information technology system components, systems policy and governance, operating systems management, network devices, and virtual machines. Students will install and configure commodity operating systems, manage users, analyze system logs, write scripts to automate systems administration, review and write information technology policies, and related activities.

### COS 120

4 hours

#### Introduction to Computational Problem Solving

Approaches to computing solutions for problems from a variety of subject areas are examined and provide motivation for the study of the development of algorithms and their implementation. Programming concepts are introduced incrementally in order to solve increasingly complex problems. Good algorithm design and program structure are emphasized. Introductory data structures and software engineering principles are stressed. An introduction to object-oriented programming is included. *Three hours of lecture and two hours of lab per week. Meets foundation core computation requirement.*

### COS 121

4 hours

#### Foundations of Computer Science

This course builds on COS 120 by emphasizing object-oriented programming and including concepts of computer science such as computational complexity simulation and recursion. The use and implementation of data structures such as lists, stacks, queues, and trees are introduced as they are needed in developing algorithms for problems studied. Additional topics include source code versioning, unit testing, and code refactoring. Three hours of lecture and two hours of lab per week. *Prerequisite: COS 120 or 130.*

### COS 130

3 hours

#### Computational Problem Solving for Engineers

This course will take a similar approach to solving problems as COS 120. The differences will be an accelerated pace and using computational tools expected to be used in the various fields of engineering (C and Matlab). *Meets foundation core computation requirement.*

### COS 143

3 hours

#### Interactive Webpage Design

A study of how to deliver interactive webpages through a web browser. Students will learn to represent the data structurally with HTML, the presentation with CSS, and the functionality with Javascript. Students will explore good design strategies that promote useful webpages. In order to deliver interactive sites, the students will utilize remote scripting (AJAX) to connect with existing server functionality to receive XML or JSON data for page updates. Modern web technologies including HTML5, CSS3, DOM manipulation, etc. will be explored.

### COS 170

1-4 hours

#### Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

### COS 230

3 hours

#### Missions Technology

A survey and in-depth study of the range of technology applied to Christian missions. Theory and issues in sustainable application are developed. Interaction with mission agencies and a practical project are included.

### COS 232

3 hours

#### Computer and Network Security I

A study of the fundamentals of operating system, network, and application security. Major areas of exploration include: fundamental security design principles, application vulnerability analysis, network penetration testing, basic cryptography, and defensive programming techniques. *Prerequisite: COS 121.*

### COS 243

3 hours

#### Multi-tier Web Application Development

The course will explore how to develop a complete web application with implementation separating concerns between content delivery, business logic, and data storage. An emphasis on a modern MVC platform will be used to provide the separation of concerns. Additionally, core database knowledge for a functioning application will be explored including data modeling for a relational database, common SQL queries, data normalization foreign key constraints, and aggregate operations. *Prerequisites: COS 121 and COS 143.*

### COS 265

4 hours

#### Data Structures and Algorithms

A survey of data structures and algorithms that operate on them, with an emphasis on abstract data types and analysis of computational complexity. *Prerequisite: COS 121.*

### COS 270

1-4 hours

#### Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

### COS 280

3 hours

#### Introduction to Artificial Intelligence

A survey of the field of artificial intelligence. Major areas of exploration include search, logic, learning, knowledge representation, problem solving, natural language processing, computer vision, robotics, expert systems, and neural networks. An introduction to LISP is included. *Prerequisite: COS 121.*

### COS 284

3 hours

#### Introduction to Computer Systems

An integrated introduction to computer hardware architecture, operating systems, and their interaction. Assembly language and operating system programming are emphasized. *Prerequisite: COS 121 and MAT 215.*

### COS 310

1 hour

#### Current Literature Survey

A survey of classical and current literature in computer science. A goal of the course is to produce a concept for a research proposal with literature survey appropriate for an undergraduate research project. Students lead discussions on papers and topics of interest. *Prerequisite: one 300-level COS course.*

**COS 311 3 hours****Ethics in Computer Science**

A study of the ethical implications of computers in society and the role of Christians as computer science and engineering professionals. Foundational concepts of Western moral philosophy are presented. Major ethical issues, such as privacy, piracy, liability, equity, and whistle-blowing are explored. Professional society codes of conduct are examined and discussed. Legal and ethical issues such as piracy, copyright, and fair use related to media are also addressed. Ethical concerns of computer science and systems analysis and their relationship to one's faith are an integral part of this course.

**COS 320 3 hours****Algorithm Design**

Algorithms and related data structures from a variety of areas are examined and analyzed. Parallel processing paradigms and theoretical topics, such as complexity models, are introduced. *Prerequisites: COS 265 and MAT 215.*

**COS 321 3 hours****Ethics and Technology**

A study of the ethical implications of computing technology in society and the role of Christians as users, people impacted by, and shapers of computing technology. Foundational concepts of Western moral philosophy are presented. Major ethical issues, such as privacy, piracy, liability, equity, and whistle-blowing are explored. Professional society codes of conduct are examined and discussed. Legal and ethical issues such as piracy, copyright, and fair use related to media are also addressed. Ethical concerns of computer science and systems analysis and their relationship to one's faith are an integral part of this course. *This course is intended for students in the Honors Guild but will also meet the COS 311 requirement for majors in computer science and engineering.*

**COS 323 3 hours****Computer and Network Security II**

A study of operating system, network, and application security. This course is a continuation of COS 232 (Computer and Network Security). Major areas of exploration include: software reverse engineering, static and dynamic program analysis, basic cryptanalysis, and related current topics. *Prerequisite: COS 232.*

**COS 331 3 hours****Data Communications**

A study of the nature and applications of data communications in use today. Fundamental concepts of types, modes, and media of transmission are studied. Communication protocols and their encompassing architectures are analyzed and compared. Practical applications of data communications concepts are demonstrated through networking projects and development of communications software. *Prerequisite: COS 121.*

**COS 333 3 hours****Missions Computing**

Combining computer science and service to the missions community, students travel to an international location during Interterm to undertake software development and systems analysis for a missions partner. Students design, construct, test, document, and deploy a non-trivial software system that meets the partner's requirements. Students experience the local culture and participate in direct ministry as opportunities arise. *Meets foundational core cross-cultural requirement. Prerequisite: COS 121 or 143; and instructor permission.*

**COS 340 3 hours****Software Engineering**

A study of the concepts, procedures, and tools of large system software project development, including project estimation and management, software technical metrics, configuration management, software testing, and agile development. Concepts of software engineering are introduced using the development of a large software system as an instructional illustration. The project is designed and its development managed using the methods and techniques examined in the course. *Prerequisite: COS 121.*

**COS 343 3 hours****Database Systems**

A study of the fundamental concepts of how database technologies work. An emphasis on relational databases will be explored, including normalization, advanced SQL queries, indexing, physical data storage, performance and tuning strategies, and concurrency control. Students will be introduced to other database technologies possibly including object-oriented databases, NoSQL, replication, etc. *Prerequisites: COS 243 and MAT 215.*

**COS 350 3 hours****Computer Graphics**

An introductory course in computer graphics with an emphasis on 3D image production using a variety of approaches, including OpenGL programming. Basic algorithms, data structures, and GUI programming are introduced. *Prerequisite: COS 121.*

**COS 351 3 hours****Computer Vision**

A study of the fundamental concepts of digital image acquisition, manipulation, enhancement, representation, analysis and understanding. *Prerequisite: COS 121. Offered spring semester of even years.*

**COS 355 3 hours****Mobile Application Development**

A study of the concepts, principles, tools, and constraints related to developing mobile applications, including: power-performance tradeoffs, sensor management, location acquisition, and responsive user interface design. Students will develop mobile applications within large software ecosystems (mobile operating system APIs and web services) and as a result gain significant experience using current software development tools, asynchronous programming techniques, and object-oriented design patterns. *Prerequisite: COS 265.*

**COS 360 1-4 hours****Independent Study**

An individualized, directed study involving a specified topic.

**COS 370 1-4 hours****Selected Topics**

A course offered on a subject of interest but not listed as a regular course offering. *Prerequisites: Two courses in computer science.*

**COS 371 4 hours****Software Studio I**

A study of the concepts, tools, and lifecycle phases associated with developing large software systems, in groups, over prolonged durations. This course uses a studio-based learning model. Students gather requirements, design, and begin construction of a non-trivial software system that is specified by a nonprofit partner organization. *This course is the first in a sequence. Students are encouraged, but not required, to take the second course in the sequence: COS 372. Prerequisite: COS 121.*

**COS 372 4 hours****Software Studio II**

A study of the concepts, tools, and lifecycle phases associated with developing large software systems, in groups, over prolonged durations. This course uses a studio-based learning model. Students gather requirements, design, construct and test a non-trivial software system that is specified by a nonprofit partner organization. *This course is the second in a sequence and is designed to be a continuation of the first. Students will continue work on the project begun in COS 371. Prerequisite: COS 371.*

**COS 380 3 hours****Natural Language Processing**

A study of the automation of human communication abilities, covering both textual and vocal aspects. Major topics include language passing, understanding, representation, enhancement, generation, translation, and speaker/author recognition. *Prerequisite: COS 280. Offered spring semester of odd years.*

**COS 381 3 hours****Computer Architecture**

A study of the hardware structure of computer systems, including arithmetic/logic units, memory organization, control unit design, pipelining, and instruction set design. A brief introduction to advanced topics, such as out-of-order execution, branch prediction, multi-core systems, and parallel processing will prepare the student for graduate level courses in architecture. *Prerequisites: COS 284.*

**COS 382 3 hours****Language Structures**

A study of the features and implementation issues of programming languages, including a survey of language paradigms. Grammars, syntax, semantics, translation, lexical analysis, and parsing are introduced. *Prerequisite: COS 265.*

**COS 393 1-4 hours****Practicum**

Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. *Grade only. Practicum course credit requires a minimum of 320 hours of work experience. Offered primarily during summer.*

**COS 394 2-4 hours****Advanced Project**

Students complete an open-ended software development project, or laboratory experiment project. The individual project depends on students and faculty interest. Specific learning outcomes vary depending on faculty, student, and project selected. Independent or small group projects are possible. *May be taken by any COS major with instructor approval.*

**COS 411** **3 hours**  
**Digital Forensics**  
 A study of the concepts, tools, methodologies, and analysis techniques used for host, media, and network forensic investigations. Students will learn how to capture, decipher, reconstruct, and analyze digital data. *Prerequisite: COS 121.*

**COS 421** **3 hours**  
**Operating Systems**  
 A study of the design considerations of computer operating systems and their interaction with hardware features. Topics covered include process management, storage management, protection and security, and distributed systems. *Prerequisites: COS 265 and 284.*

**COS 424** **3 hours**  
**Surfaces and Modeling**  
 An advanced graphics course with emphasis on curve and surface representation and geometric modeling. Mathematics and algorithms are studied. Topics include Bezier and B-spline curves and surfaces and geometric modeling techniques. *Prerequisite: COS 350.*

**COS 425** **3 hours**  
**Animation**  
 An advanced graphics course with emphasis on techniques for rendering and animation. Mathematics and algorithms are studied. Topics include light and illumination models, ray tracing, methods to enhance realism, and standard animation techniques. A professional software package will be used to create a significant animation. *Prerequisite: COS 350.*

**COS 432** **3 hours**  
**Software Reverse Engineering and Analysis**  
 A study of defensive programming techniques, platform security, secure software engineering, software reverse engineering, and vulnerability analysis. Students will perform static and dynamic software analysis, identify and analyze malicious software, and apply tools and techniques for identifying software vulnerabilities. *Prerequisite: COS 284.*

**COS 433** **3 hours**  
**Missions Computing Senior Project**  
 Combining computer science and service to the missions community, students travel to an international location during Interterm to undertake software development and systems analysis for a missions partner. Students design, construct, test, document, and deploy a non-trivial software system that meets the partner's requirements. Students experience the local culture and participate in direct ministry as opportunities arise. Students share their experience on campus in a formal paper, presentation, and poster. Satisfies the senior project requirement. *Meets foundational core cross-cultural requirement. Prerequisites: senior standing and instructor permission.*

**COS 435** **3 hours**  
**Theory of Computation**  
 A theoretical treatment of what can be computed and how efficiently computation can be done. Topics include models of computation and automata, deterministic and non-deterministic computations, and formal language theory. *Prerequisite: COS 265.*

**COS 436** **3 hours**  
**Parallel and Distributed Computing**  
 A study of concepts and models of distributed and parallel computing, including concurrency, synchronization, algorithms, hardware organization, and common programming environments. Implementation of parallel algorithms on multicore CPUs and many-core GPUs. *Prerequisite: COS 265.*

**COS 450** **1-4 hours**  
**Directed Research**  
 Investigative learning involving closely directed research and the use of such facilities as the library or laboratory. *Independent or small group projects. May be taken by any COS major with instructor approval.*

**COS 452** **3 hours**  
**Research I**  
 Participation in a research project under faculty direction. *Prerequisite: COS 310 or instructor permission.*

**COS 453** **3 hours**  
**Research II**  
 Participation in a research project under faculty direction. A formal presentation of results is required. *Prerequisite: COS 452 or instructor permission.*

**COS 471** **4 hours**  
**Software Studio III**  
 The third course in a sequence of four courses that provide extended project development experience utilizing the studio-based learning model. Students learn the craft of software development by working in various capacities on real long-term projects. The expected work load for this course includes one hour per week in a seminar format, two hours per week in reading and writing papers, and nine documented hours per week of work on the assigned project. The seminar portion of the course is organized so that students enrolled in Software Studio I and III will meet as a group to consider topics that rotate on a two-year cycle so that students are exposed to all topics over the two year span of this set of courses. *This course may not count as an elective for any of the COS majors. Prerequisite: COS 372.*

**COS 472** **4 hours**  
**Software Studio IV**  
 The fourth course in a sequence of four courses that provide extended project development experience utilizing the studio-based learning model. Students learn the craft of software development by working in various capacities on real long-term projects. The expected work load for this course includes one hour per week in a seminar format, two hours per week in reading and writing papers, and nine documented hours per week of work on the assigned project. The seminar portion of the course is organized so that students enrolled in Software Studio II and IV will meet as a group to consider topics that rotate on a two-year cycle so that students are exposed to all topics over the two year span of this set of courses. *This course may not count as an elective for any of the COS majors. This course includes significant written and oral project summary and serves as the senior project course for BA and BS/Systems COS majors in the Software Studio track. Prerequisite: COS 471.*

**COS 480** **1-4 hours**  
**Seminar**  
 A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.

**COS 490** **1-2 hours**  
**Honors**  
 Individualized study or research of an advanced topic within a student's major. *Open to students with at least a 3.00 GPA in the major field.*

**COS 491** **2 hours**  
**Senior Engineering Project I**  
 The first of a three course culminating experience preparing students for engineering practice through a major design and implementation project. *Prerequisite: senior status, CEN major. Offered fall semester.*

**COS 492** **3 hours**  
**Senior Project**  
 Designed to exercise each senior's technical analysis, design, and development skills and showcase his/her documentation and presentation skills. The student develops a project through multiple phases of the software lifecycle frequently beginning at the design stage. The project is typically chosen to reflect the student's area of concentration. *Prerequisite: Completion of 105 credit hours.*

**COS 493** **1 hour**  
**Computer Science Senior Capstone**  
 A survey of topics useful for graduates of the department, but not covered by other courses. The emphasis is on non-technical issues such as making a budget, finding a church, balancing career and family, etc. The course is conducted as a trip off-campus to further strengthen relationships with the department. *Prerequisite: Completion of 105 credit hours.*

**COS 494** **3 hours**  
**Senior Engineering Project II**  
 The second in a three course culminating experience preparing students for engineering practice through a major design and implementation project. *Prerequisite: COS 491. Offered January interterm.*

**COS 495** **1 hour**  
**Senior Engineering Project III**  
 The third of a three course culminating experience preparing students for engineering practice through a major design and implementation project. It includes the Engineering poster session for assessment of the project. *Prerequisite: COS 494. Offered spring semester.*

## Systems Courses

**SYS 101** 3 hours  
**Introduction to Systems**  
 An introduction to the basic concepts of "system" and "process". Systems thinking, quality, and problem solving are major topics. Because almost every modern system uses database to control processes, basic relational database concepts and structured query language (SQL) are taught. Field trips and guest lectures are featured in the learning experience.

**SYS 170** 1-4 hours  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**SYS 214** 3 hours  
**Principles of Human Computer Interaction**  
 This course discusses the analysis, design, development, and evaluation of interfaces allowing humans to interact with computers and the presentation of information in formats designed for human understanding. People-centered design is emphasized through prototyping and information visualization are also discussed.

**SYS 270** 1-4 hours  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**SYS 310** 3 hours  
**E-Commerce**  
 Examines the development of and future prospects for electronic commerce. It focuses on the use of electronic transmissions to engage in exchange of products and services. Students will consider the emerging changes in business as well as the new opportunities for entrepreneurship brought on by e-commerce. They will explore the dynamics of technical innovations as well as the organizational and societal consequences of moving commerce electronically. They will also evaluate the operations of a variety of web-based businesses. Guest speakers from industry will lecture regarding the technical, economic, and political/regulatory aspects of e-commerce. *Prerequisites:* COS 120 or 130 or 143; and SYS 101.

**SYS 320** 3 hours  
**Economic Decision Analysis**  
 This course covers the fundamentals of economic decision making for non-business majors. Topics include general accounting basics (general ledger, how to interpret an annual report, expenditure as expense or capital, and depreciation), cost accounting basics, capital feasibility analysis, and finance basics. *Course is for systems engineering majors. Prerequisites:* ECO 201.

**SYS 352** 3 hours  
**Knowledge Based Systems**  
 Prominent knowledge-based system approaches are introduced including crisp production rule systems and fuzzy logic systems. Principles of knowledge acquisition are taught and applied. Various forms of knowledge representation are experienced, including rules, nets, frames, and predicate logic. Programming is primarily in CLIPS. *Prerequisites:* COS 121 and SYS 101.

**SYS 360** 1-4 hours  
**Independent Study**  
 An individualized, directed study involving a specified topic.

**SYS 370** 1-4 hours  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**SYS 390** 3 hours  
**Information Systems Analysis**  
 A study of the knowledge and skills needed to conduct the definition and analysis phases of an information system project. Central concepts are quality management and business process reengineering. Problem definition, information gathering, user experience modeling, data and process modeling, and specification of logical system requirements using a business event methodology are emphasized. Learning is by doing: a major project is begun in this course and completed in SYS 394. *Prerequisites:* Junior standing; COS 120 or 130 or 143; and SYS 101.

**SYS 392** 1 hour  
**Systems Seminar**  
 This course provides a survey of systems topics with an emphasis on current development in many disciplines. Guest, faculty, and student presentations, plus occasional panel discussions, provide the format. *May be taken twice. Prerequisite:* SYS 101.

**SYS 393** 1-4 hours  
**Practicum**  
 Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. *Offered primarily during summer.*

**SYS 394** 3 hours  
**Information Systems Design**  
 A study of the knowledge and skills needed to conduct the design and construction phases of an information system project. Central concepts are: translating a logical design into a physical design, project management, and client-server architectures. Students will learn and use application technologies powering the World Wide Web. Learning is by doing: the major project defined and analyzed in SYS 390 will be designed and built. *Prerequisites:* COS 120 or COS 130; COS 121 or COS 143; and SYS 390.

**SYS 401** 3 hours  
**Operations Research**  
 An introduction to operations research (management science) which is quantitative decision making. Emphasis is on linear programming and its application to financial decisions, distribution problems, project scheduling and other network problems. Decision analysis with probabilities and multi-goal decisions are discussed as well. *Prerequisites:* The following courses (or their approved substitutes) must have been completed with a grade of C- or better: SYS 101; COS 121 or COS 143; MAT 210 or MAT 352; MAT 151.

**SYS 402** 3 hours  
**Modeling and Simulation**  
 A study of mathematical modeling and simulation methods, focusing on discrete systems. A variety of simulation languages are reviewed, but Extend is used extensively. Many applications are surveyed and group term projects are carried out. *Prerequisites:* The following courses (or their approved substitutes) must have been completed with a grade of C- or better: COS 121 or COS 143; MAT 210 or MAT 352; MAT 151.

**SYS 403** 3 hours  
**Operations Management**  
 This course presents the design (quality management, process design, and statistical process control) and operations (supply chain management, forecasting, inventory management, and resource planning) of productive systems. Quality, competitiveness in a global economy, and quantitative management are emphasized throughout the course. *Prerequisites:* MAT 151; MAT 210 or 352.

**SYS 405** 3 hours  
**Operations Research II**  
 The focus of this second course in operations research is stochastic modeling with application to industrial engineering. Topics include Markov chains, Monte Carlo techniques, Brownian motion with application to queuing theory, stochastic inventory models, reliability, and decision models. *Prerequisites:* MAT 382, SYS 401.

**SYS 410** 2 hours  
**Fundamentals of Quality Management**  
 This course is an overview of the fundamentals of quality management. Part of the course is a review of topics covered in other systems courses: definition of quality, problem solving process, Crosby's absolutes, process diagrams, cost of quality, and statistical process control. New topics include: Deming's and Juran's management philosophies, understanding teams, improvement tools, quality audits, methods for collecting data and sampling, and customer-supplier relations. *The course will prepare the student to earn ASQ certification as either Quality Improvement Associate or Quality Process Analyst. Prerequisites:* SYS 390, SYS 394, and MAT 382.

**SYS 411** 3 hours  
**Machine Learning**  
 Classification learning systems of various types are explored. These include statistical pattern recognition, neural networks, genetic algorithms, and methods for inducing decision trees and production rules. Existing systems are reviewed. Group term projects allow development of and experimentation with a system of interest. *Prerequisite:* COS 280.

**SYS 450** 1-4 hours  
**Directed Research**  
 Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.

**SYS 480** 1-4 hours  
**Seminar**  
 A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.

**SYS 490** 1-2 hours  
**Honors**  
 Individualized study or research of an advanced topic within a student's major. *Open to students with at least a 3.00 GPA in the major field.*



# Environmental Science, Public Health, and Sustainable Development

**Chair, Professor M. Guebert**  
**Public Health Program Director, Professor R. Aronson**  
**Assistant Professors P. Grabowski, R. Reber**

The Department of Environmental Science, Public Health and Sustainable Development (EPS) provides students with practical scientific knowledge and ethical grounding for stewardship of the environment and human communities, as well as professional skills to effectively minister to a world in need. We capture this approach as “science for stewardship and service,” which includes a deeper understanding of the Christian foundation beneath a faith-based pursuit of knowledge and application in our courses. This approach, both inside and outside the classroom, is fundamental to our offering of Foundational Core courses for students completing other majors in the liberal arts as well as to students majoring in our department. To this end, we offer majors in Environmental Science, Public Health, and Sustainable Development; one integrated major in Chemistry—Environmental Science; and two minors, all of which involve a deep concern for God’s human and non-human creation.

## Environmental Science

In this major, in existence since the 1982, students gain scientific knowledge in natural sciences, principles of stewardship, and practical problem-solving skills. Our major in Environmental Science with two concentrations in Biology and Geology focuses on deep conceptual knowledge in the natural sciences which prepares students for a variety of scientific careers in government agencies, private consulting, non-profits, and environmental education.

A mid-level, field-intensive course, Field Natural History of the Black Hills (in South Dakota) is required usually in Sophomore summer and is a favorite among students. To build professional skills and experience, a practicum is required, usually in the Sophomore or Junior summer. Faculty-mentored student research is strongly encouraged to build capacity for graduate school. As a result of this powerful combination of theory and experience, nearly 100% of our graduates find placement in either graduate programs or the workplace.

### Environmental Science (BS)

The Bachelor of Science degree with a major in Environmental Science requires 75 hours. *Students may not double major with Sustainable Development. All major courses, including those in the concentration, must be completed with a grade of C- or better and are included in the major GPA.*

#### Core Requirements

BIO 304	4	Field Natural History of the Black Hills
ENS 302	4	Environmental Law and Policy
ENS 383	4	Environmental Ethics
ENS 393	2	Practicum
MAT 210	4	Introductory Statistics
SUS 120	1	Environmental Stewardship and Sustainable Living
SUS 231	4	Environmental Science, Society, and Sustainability

#### Biology Requirements

BIO 202	4	Biology II: Organisms and Diversity
ENS 204	4	Principles of Ecology

Select two of the following courses:

BIO 301	4	Taxonomy of Vascular Plants
BIO 307	4	Vertebrate Natural History
ENS 321	4	Agroecology
ENS 375	4	Systems Ecology

#### Chemistry Requirements

CHE 201	4	General, Organic, and Biochemistry I
CHE 202	4	General, Organic, and Biochemistry II
CHE 320	4	Environmental Pollution and Toxicology

#### Geology Requirements

ENS 241	4	Physical Geology
ENS 355	4	Geospatial Analysis

Select two of the following courses:

ENS 319	4	Principles of Soil Science
ENS 361	4	Geomorphology
ENS 362	4	Hydrogeology

#### Concentrations

Select one of the following concentrations:

##### Biology

Select two courses not previously used from the following:

BIO 301	4	Taxonomy of Vascular Plants
BIO 307	4	Vertebrate Natural History
BIO 331	4	Comparative Anatomy
BIO 471	4	Microbiology and Immunology
ENS 321	4	Agroecology
ENS 375	4	Systems Ecology
SUS 315	4	Food Systems and Society
SUS 325	4	Sustainable Agricultural Development

##### Geology

Select two courses not previously used from the following:

ENS 319	4	Principles of Soil Science
ENS 341	4	Earth Materials
ENS 361	4	Geomorphology
ENS 362	4	Hydrogeology
ENS 364	4	Water Resources and Appropriate Technology
SUS 435	4	Environmental and Sustainability Planning and Assessment

### Environmental Science Minor

The minor in Environmental Science requires 17-20 hours. *Minor not open to Environmental Science, Sustainable Development, or Integrated majors. All major courses must be completed with a grade of C- or better and are included in the major GPA.*

#### Minor Requirements

ENS 383	4	Environmental Ethics
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Select one course from the following:

SUS 200	3	Environment and Society
SUS 231	4	Environmental Science, Society, and Sustainability

Select one course from the following:

ENS 241	4	Physical Geology
GEO 240	3	Introduction to Geology

Select one course from the following:

ENS 302	4	Environmental Law and Policy
SUS 315	4	Food Systems and Society
SUS 435	4	Environmental and Sustainability Planning and Assessment

Select one course from the following:

ENS 204	4	Principles of Ecology
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ENS 319	4	Principles of Soil Science
ENS 321	4	Agroecology
ENS 341	4	Earth Materials
ENS 355	4	Geospatial Analysis
ENS 361	4	Geomorphology
ENS 362	4	Hydrogeology
ENS 364	4	Water Resources and Appropriate Technology
ENS 375	4	Systems Ecology
SUS 325	4	Sustainable Agricultural Development

## Public Health

The Public Health majors, established in 2013, reflect the broad and interdisciplinary nature of the profession, and prepare students to serve effectively to a world in need. While uncommon at the undergraduate level, there is a growing national appreciation for the value of teaching public health in liberal arts institutions, where students can be challenged to consider physical, social, economic, cultural and biologic factors that impact the health of populations.

These majors offer a strong set of core courses along with great flexibility to focus elective courses in specific sub-areas of public health. Coursework is designed to be relevant, participatory, experiential, and grounded in a Biblical worldview with a commitment to joining in Christ's redemptive work for all of creation. Students complete a practicum experience that engages them with ongoing public health and community health development work in either the US or abroad in communities experiencing public health problems. Innovative dual majors are encouraged.

Students will be prepared to compete for entrance into graduate programs in public health and related fields, and to effectively work in partnership with communities to address those conditions that produce poor health in populations. We offer both a BS and a BA, as well as a minor.

### Public Health (BA)

The Bachelor of Arts degree with a major in Public Health requires two years of one foreign language and 51-53 hours in the major. *All major courses must be completed with a grade of C- or better and are included in the major GPA.*

#### Major Requirements

PBH 100	3	Introduction to Public Health
PBH 110	3	Global Health
PBH 210	3	Human Diseases
PBH 320	4	Epidemiology
PBH 330	3	Public Health Interventions
PBH 393	3	Practicum
PBH 493	2	Public Health Senior Capstone
POS 331	3	Public Policy

Select one course from the following:

PBH 340*	3	Principles of Community Health Development
PBH 350*	3	Determinants of Health and Health Equity

Select one course from the following:

SUS 200	3	Environment and Society
SUS 231	4	Environmental Science, Society, and Sustainability

Select one course from the following:

MAT 210	4	Introductory Statistics
PSY 330	3	Applied Psychological Statistics
SOC 355	3	Applied Social Statistics

#### Electives

Select 18 hours from any of the following courses. At least 12 hours must be upper-division (300/400 level).

#### Christian Ministries

CAS 340	3	Intercultural Communications
CMI 100	3	Introduction to Christian Educational Ministries
CMI 262	3	Personal Foundations of Ministry
REL 311	3	Foundations of Christian World Mission
REL 391	3	Preparation and Strategy for Christian World Mission
REL 432	3	World Missions Area Studies

#### Economics, Management, and Policy

ECO 201	3	Principles of Microeconomics
ECO 202	3	Principles of Macroeconomics
ECO 442	3	Economic Development
MGT 352	3	Management Analysis and Practice
MGT 442	3	Business Ethics
POS 213	3	International Political Economics
POS 341	3	Issues in Public Administration

#### Social and Behavioral Science

PSY 250	3	Life Span Development
PSY 272	3	Introduction to Research Methods and Data Analysis
PSY 321	3	Social Psychology
PSY 340	3	Adolescent Psychology
PSY 357	3	Peace, Reconciliation, and Justice
PSY 395	3	Health Psychology
PSY 410	3	Motivation
SOC 200	3	Cultural Anthropology
SOC 220	3	Ethnic and Minority Issues
SOC 250	2	Principles of Research and Analysis
SOC 315	3	Social Inequality and Stratification
SOC 350	3	Social Research Methods
SOC 410	3	Community and Urban Affairs
SWK 320	3	Unleashing the Oppressed

#### Natural and Applied Science

BIO 106	4	Human Biology
BIO 203	4	Principles of Genetics
BIO 244	4	Human Anatomy and Physiology I
BIO 245	4	Human Anatomy and Physiology II
BIO 300	4	Medical Physiology
BIO 331	4	Comparative Anatomy
BIO 410	3	Bioethics
BIO 452	4	Animal Physiology
BIO 471	4	Microbiology and Immunology
CHE 201/211	4	General, Organic, and Biochemistry I/College Chemistry I
CHE 202/212	4	General, Organic, and Biochemistry II/College Chemistry II
CHE 320	4	Environmental Pollution and Toxicology
CHE 340	4	Environmental Pollution and Toxicology
ENS 204	4	Principles of Ecology
ENS 355	4	Geospatial Analysis
ENS 364	4	Water Resources and Technology
ENS 383	4	Environmental Ethics
EXS 213	2	Substance Education
EXS 214	3	Health and Sexuality
EXS 215	2	Health, Exercise, and Aging
EXS 217	3	Wellness Programs
EXS 316	3	Applied Nutrition
EXS 346	3	Public and Community Health
KIN 355	3	Research Methods
PBH 340*	3	Principles of Community Health Development
PBH 350*	3	Determinants of Health and Health Equity
SYS 101	3	Introduction to Systems

\*Courses in both areas may only count once

## Public Health (BS)

The Bachelor of Science degree with a major in Public Health requires 58-62 hours in the major. *All major courses must be completed with a grade of C- or better and are included in the major GPA.*

### Major Requirements

PBH 100	3	Introduction to Public Health
PBH 110	3	Global Health
PBH 210	3	Human Diseases
PBH 320	4	Epidemiology
PBH 330	3	Public Health Interventions
PBH 393	3	Practicum
PBH 493	2	Public Health Senior Capstone
POS 331	3	Public Policy

Select one course from the following:

PBH 340*	3	Principles of Community Health Development
PBH 350*	3	Determinants of Health and Health Equity

Select one course from the following:

SUS 200	3	Environment and Society
SUS 231	4	Environmental Science, Society, and Sustainability

Select one course from the following:

MAT 210	4	Introductory Statistics
PSY 330	3	Applied Psychological Statistics
SOC 355	3	Applied Social Statistics

Select one course from the following:

BIO 410	3	Bioethics
ENS 383	4	Environmental Ethics
MGT 442	3	Business Ethics
PHI 311	3	Medical Ethics

Select two courses from the following:

ENS 204	4	Principles of Ecology
ENS 375	4	Systems Ecology
SYS 101	3	Introduction to Systems

### Electives

Select 12 credits from one of the following categories. Select an additional 3 credits from any category below.

#### Natural and Applied Science Electives

BIO 106	4	Human Biology
BIO 203	4	Principles of Genetics
BIO 244	4	Human Anatomy and Physiology I
BIO 245	4	Human Anatomy and Physiology II
BIO 300	4	Medical Physiology
BIO 331	4	Comparative Anatomy
BIO 452	4	Animal Physiology
BIO 471	4	Microbiology and Immunology
CHE 201/211	4	General, Organic, and Biochemistry I/College Chemistry I
CHE 202/212	4	General, Organic, and Biochemistry II/College Chemistry II
CHE 320	4	Environmental Pollution and Toxicology
CHE 340	4	Environmental Pollution and Toxicology
ENS 355	4	Geospatial Analysis
ENS 362	4	Hydrogeology
ENS 364	4	Water Resources and Technology
EXS 213	2	Substance Education
EXS 214	3	Health and Sexuality
EXS 215	2	Health, Exercise, and Aging
EXS 217	3	Wellness Programs
EXS 316	3	Applied Nutrition
EXS 346	3	Public and Community Health
KIN 355	3	Research Methods
PBH 340*	3	Principles of Community Health Development
PBH 350*	3	Determinants of Health and Health Equity
SUS 435	4	Environmental and Sustainability Planning and Assessment

#### Economics, Management, and Policy Electives

ECO 201	3	Principles of Microeconomics
ECO 202	3	Principles of Macroeconomics
ECO 442	3	Economic Development
MGT 352	3	Management Analysis and Practice
POS 213	3	International Political Economics
POS 341	3	Issues in Public Administration

#### Social and Behavioral Science Electives

PSY 250	3	Life Span Development
PSY 272	3	Research in Psychology
PSY 321	3	Social Psychology
PSY 340	3	Adolescent Psychology
PSY 357	3	Peace, Reconciliation, and Justice
PSY 395	3	Health Psychology
PSY 410	3	Motivation
SOC 200	3	Cultural Anthropology
SOC 220	3	Ethnic and Minority Issues
SOC 250	2	Principles of Research and Analysis
SOC 315	3	Social Inequality and Stratification
SOC 350	3	Social Research Methods
SOC 410	3	Community and Urban Affairs
SWK 320	3	Unleashing the Oppressed

\*Courses in both areas may only count once

## Public Health Minor

A minor in Public Health consists of 25-27 hours. *All major courses must be completed with a grade of C- or better and are included in the major GPA.*

### Major Requirements

PBH 100	3	Introduction to Public Health
PBH 100	3	Introduction to Public Health
PBH 110	3	Global Health
PBH 210	3	Human Diseases
PBH 320	4	Epidemiology
PBH 330	3	Public Health Interventions
POS 331	3	Public Policy

Select one course from the following:

SUS 200	3	Environment and Society
SUS 231	4	Environmental Science, Society, and Sustainability

Select one course from the following:

MAT 210	4	Introductory Statistics
PSY 330	3	Applied Psychological Statistics
SOC 355	3	Applied Social Statistics

## Sustainable Development

Our newest major in Sustainable Development, established in 2015, provides interdisciplinary breadth and depth for solving global environmental problems in U.S. and international settings. Students build a foundational understanding of the interactions of the three spheres of sustainability—environment, economics, and society. By studying at the nexus of these subjects, students develop a holistic understanding of key issues facing humanity and the environment while focusing on a specific concentration that connects their passion for studies with their desire to help people.

In this program, students take core courses in sustainability, environmental science, sociology, public health, and economics and choose one of the following concentrations: Public and Environmental Health, Sustainable Agriculture, or Water Resources. Each concentration has its own international, field-based course during Interim (January) that enables students to experience and apply what they've been learning. Near the end of the curriculum each student participates in a field-based development project through a required practicum and a senior capstone experience involving a group research project on a local, real-world issue.

### Sustainable Development (BS)

The Bachelor of Science degree with a major in sustainable development requires 66 hours. *Students may not double major with Environmental Science. All major courses, including those in the concentration, must be completed with a grade of C- or better and are included in the major GPA.*

#### Core Requirements

ENS 302	4	Environmental Law and Policy
ENS 355	4	Geospatial Analysis
ENS 383	4	Environmental Ethics
PBH 110	3	Global Health
SUS 120	1	Environmental Stewardship and Sustainable Living
SUS 231	4	Environmental Science, Society, and Sustainability
SUS 310	4	Principles of Sustainable Development
SUS 393	2	Practicum
SUS 435	4	Environmental and Sustainability Planning and Assessment

#### Economics Requirements

ECO 201	3	Principle of Microeconomics
SUS 370	3	Special Topics (advisor approval)

#### Environmental Science Requirements

ENS 204	4	Principles of Ecology
ENS 241	4	Physical Geology

#### Sociology Requirements

SOC 200	3	Cultural Anthropology
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Select one of the following courses:

SOC 100	3	Introduction to Sociology
SOC 110	3	Introduction to Global Societies

In addition, the major requires one of the following concentration areas:

#### Public and Environmental Health

PBH 100	3	Introduction to Public Health
PBH 320	4	Epidemiology
PBH 330	3	Public Health Interventions
PBH 340	3	Principles of Community Health Development
PBH 350	3	Determinants of Health and Health Equity

#### Sustainable Agriculture

ENS 319	4	Principles of Soil Science
ENS 321	4	Agroecology
SUS 315	4	Food Systems and Society
SUS 325	4	Sustainable Agricultural Development

#### Water Resources

CHE 320	4	Environmental Pollution and Toxicology
ENS 361	4	Geomorphology
ENS 362	4	Hydrogeology
ENS 364	4	Water Resources and Appropriate Technology

### Environmental Science Courses

#### ENS 170

1-4 hours

##### Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

#### ENS 201

4 hours

##### Introduction to Geology in the Field

Introduction to earth's materials, processes, and history as discovered through field observations of minerals, rocks, fossils, strata, caves, rivers, canyons, and mountains. Emphasis is placed on field experiences and observations, complemented by study of maps, laboratory work, and discussions. *Offered during select summers at the Black Hills Science Station near Rapid City, South Dakota.*

#### ENS 204

4 hours

##### Principles of Ecology

A majors core course: An introduction to the relationships existing between organisms and their environment. Lectures focus on the structural and functional aspects of populations, communities, and ecosystems in the context of the major North American biomes. Three hours lecture and two hours laboratory per week. *Does not normally satisfy foundational core science requirement. Prerequisite: Four hours of BIO or ENS or permission of the instructor.*

#### ENS 241

4 hours

##### Physical Geology

A general introduction to the earth's internal and external physical, dynamic systems. Topics include occurrence and formation of minerals and rocks, processes that shape the earth's surface, and the internal structure and dynamics that lead to plate tectonics and crustal deformation. Special emphasis is placed on the environmental aspects of humans' interaction with the earth. Three hours of lecture and two hours of lab per week. *Meets foundational core earth science requirement.*

#### ENS 242

4 hours

##### Geology of Indiana

An introduction to the concepts of physical and historical geology in the context of Indiana. Topics include rocks, fossils, structure, landforms, and earth and environmental resources of the state. Offered during summer session and includes a required field trip to several regions of Indiana for field observation and collection of mineral, rock, and fossil specimens. *Meets foundational core earth science requirement.*

#### ENS 250

1-4 hours

##### Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

#### ENS 302

4 hours

##### Environmental Law and Policy

Lectures introduce the major elements of U.S. environmental law: NEPA, EIS, CAA, CWA, RCRA, CERCLA, TSCA, FIFRA and CRTK. The administrative process, cost/benefit analysis and the role of litigation in enforcement are also discussed. Presentation techniques and debate skills are introduced. Three hours of lecture and a discussion section per week. *Prerequisite: Senior environmental science majors and minors or permission from the instructor.*

#### ENS 319

4 hours

##### Principles of Soil Science

An introduction to soil science with an emphasis on soil formation and taxonomy in the context of the landscape. Soil physical properties, water relations, and chemistry and biological properties will be the central focus. Special emphasis is placed on human interaction with the soil resource. Agricultural and current environmental issues as they relate to the soil resource are addressed. Lab exercises focus on the analysis of basic soil physical and chemical properties. Soil fertility and conservation are additional lab topics. *Prerequisite: SUS 200 or 231.*

**ENS 321** **4 hours**  
**Agroecology**  
 Ecological concepts and principles are applied to the design and management of sustainable agroecosystems. This course enables students to analyze the environmental, social, and economic interconnections within various types of agricultural systems locally and globally. Labs feature interdisciplinary approaches to agroecosystem design, management, analysis, and evaluation. *Prerequisite:* SUS 231.

**ENS 341** **4 hours**  
**Earth Materials**  
 Basic principles of mineralogy and petrology, with emphasis placed on description, identification, classification, and interpretation of rock-forming minerals and the igneous, sedimentary, and metamorphic rocks they comprise. Also includes origin and occurrence of earth materials and their uses in economic and environmental contexts. Lab emphasizes observation of hand specimens and some thin-sections. Three hours of lecture and the equivalent of two hours of lab per week, including field trips to selected locations throughout the state. *Prerequisite:* ENS 241 or permission from the instructor.

**ENS 355** **4 hours**  
**Geospatial Analysis**  
 An introduction to methods of collection, management and analysis of geospatial data. Topics include basic map properties, preparation and interpretation of thematic and topographic maps, analysis of aerial photographs, surveying by traditional and global positioning systems (GPS) techniques, and acquisition of remotely-sensed satellite data. Special emphasis is placed on methods and applications of geographic information systems (GIS) in geospatial analysis. *Prerequisite:* ENS 241 or SUS 200 or SUS 231.

**ENS 360** **1-4 hours**  
**Independent Study**  
 An individualized, directed study involving a specified topic.

**ENS 361** **4 hours**  
**Geomorphology**  
 An applied approach to the study of earth surface processes and the landforms they produce. Topics include processes and landforms associated with weathering, mass wasting, rivers, karst, tectonics, glaciers, shorelines, and wind. Emphasis placed on environmental and land-use applications. Field and lab assignments include qualitative descriptions and quantitative measurements from fieldwork, topographic and geologic maps, and aerial photographs. Three hours of lecture and three hours of lab per week. *Prerequisite:* ENS 241 or permission from the instructor.

**ENS 362** **4 hours**  
**Hydrogeology**  
 Basic processes and measurement of the hydrologic cycle, including precipitation, evaporation, surface runoff, stream flow, soil moisture, and groundwater. Emphasis placed on groundwater, including aquifer characteristics, principles of flow, conceptual models of regional flow, geology of occurrence, well hydraulics, chemistry and quality, detection of pollutants, contaminant transport and remediation, and resource development. Three hours of lecture and three hours of lab per week. *Prerequisites:* ENS 241 or permission from the instructor.

**ENS 364** **4 hours**  
**Water Resources and Appropriate Technology**  
 Concepts and practices of water resource development and appropriate technology in the context of environmental resources in a developing country. Students participate in a service-learning project of design and implementation of water resource related appropriate technology (such as well-drilling, water quality protection, hygiene training, and sanitation system design) as part of a holistic ministry toward transformational development. Students develop a perspective on the role of appropriate technology in the responsibility of individuals in cross-cultural service, in issues of cross-cultural communication and interactions, and in God's purposes in missions and the worldwide church. *Prerequisite:* IAS 120.

**ENS 370** **1-4 hours**  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**ENS 375** **4 hours**  
**Systems Ecology**  
 The principles of systems theory are introduced in an integrated study of the development, dynamics, and disruption of natural ecosystems. Theoretical, analytical, and experimental aspects of ecosystems are explored. Students are introduced to the use of microcomputers as a tool in ecosystem modeling. *Prerequisites:* ENS 204 and one course in college-level mathematics or computer science.

**ENS 383** **4 hours**  
**Environmental Ethics**  
 An in-depth discussion of the ethical implications of major environmental problems, such as world population and food supply, inequities in land and resource distribution, animal rights, materialism and personal life styles, and exploitation versus stewardship of the environment. Three hours of lecture and a discussion section per week. *Prerequisite:* Junior/senior ENS majors or permission from the instructor.

**ENS 393** **1-4 hours**  
**Practicum**  
 Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. *Offered primarily during summer.*

**ENS 450** **1-4 hours**  
**Directed Research**  
 Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.

**ENS 480** **1-4 hours**  
**Seminar**  
 A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.

**ENS 490** **1-2 hours**  
**Honors**  
 Individualized study or research of an advanced topic within a student's major. *Open to students with at least a 3.00 GPA in the major field.*

## Public Health Courses

**PBH 100** **3 hours**  
**Introduction to Public Health**  
 This course is a foundational course for the major and an elective for students wishing only to be introduced to the field. The course is built upon a population perspective and ecological perspective on disease causation and prevention. As a general overview of the field, Introduction to Public Health provides an historical perspective on the role that public health has played in improving the health status of populations, both in the US and globally. Moving beyond the biologic mechanisms of disease causation, students will gain an understanding of the environmental, social and behavioral determinants of health for populations, and factors that contribute to disparities in health between subpopulations. Students will be introduced to the core functions and essential services of public health in the US and how these are met in less economically developed societies. The core disciplines of public health will be defined and described, including epidemiology, biostatistics, environmental health, policy and administration, and the social and behavioral sciences. Students will examine current public health challenges in the US and globally.

**PBH 110** **3 hours**  
**Global Health**  
 This course provides an overview of the determinants of health, burden of disease, risk factors, health systems, and key measures to address the burden of disease in populations for both industrialized and less developed nations. The course will have a global perspective, paying particular attention to links between health and development, environment, human rights, and culture.

**PBH 170** **1-4 hours**  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**PBH 210** **3 hours**  
**Human Diseases**  
 Introduction to biomedical concepts associated with human diseases. Emphasis is on understanding the etiology, pathogenesis, diagnosis, treatment, and risk factors of diseases affecting public health and how this impacts the prevention and control of those diseases. *Offered fall semester. Prerequisites:* PBH 100 or 110.

**PBH 270** **1-4 hours**  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**PBH 320** **4 hours**  
**Epidemiology**  
 Study of the distribution and determinants of disease occurrence, including core concepts such as incidence, prevalence, risk, risk factors, relative risk, attributable risk, sensitivity, specificity, and different types of epidemiologic study designs. Students will use data from epidemiologic case studies to calculate odds ratios, relative risk, and confidence intervals as well as calculate sensitivity and specificity of screening tests. *Offered spring semester. Prerequisites:* PBH 100; MAT 210 or SOC 355 or PSY 330.

**PBH 330** **3 hours**  
**Public Health Interventions**  
 This course will examine intervention approaches in public health for the prevention of infectious disease, chronic disease, injury and disability, and the promotion of community health and wellbeing. Intervention approaches through environmental change, policy and systems change, social change, and behavioral change approaches will be studied. Case studies of interventions will be examined. *Offered fall semester. Prerequisites: PBH 100.*

**PBH 340** **3 hours**  
**Principles of Community Health Development**  
 The course will cover the theory and practice of community health development, including key principles related to working in communities toward transformational development. Models of faith based community health development will be examined in the contexts in which they occur. The course will include a service component and discussions of those experiences will emphasize intercultural competencies. *Offered interterm. Prerequisites: PBH 100, 110, and 330.*

**PBH 350** **3 hours**  
**Determinants of Health and Health Equity**  
 The focus of this course will be on examining the broad range of environmental, social, cultural, and policy factors that contribute to disparate outcomes between population groups. This course will introduce students to the literature and methods of social epidemiology. Structured in a seminar format, with readings and case studies, students will examine specific cases of disparate health outcomes within communities including an analysis of the determinants of those disparities. Approaches to health equity will be discussed. *Offered spring semester. Prerequisites: PBH 100 and 320; MAT 210 or SOC 355 or PSY 330.*

**PBH 360** **1-4 hours**  
**Independent Study**  
 An individualized, directed study involving a specified topic.

**PBH 370** **1-4 hours**  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

### Sustainable Development Courses

**SUS 120** **1 hour**  
**Environmental Stewardship and Sustainable Living**  
 Key topics related to stewardship and sustainable living are presented in a weekly seminar. Guest lecturers and discussions are focused on aspects of ecological and social sustainability and its application in daily life and on campus.

**SUS 170** **1-4 hours**  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**SUS 200** **3 hours**  
**Environment and Society**  
 Introduction to ecological principles and human impacts on the environment. Issues studied include population dynamics, natural resources, pollution problems, and environmental ethics. Lab exercises focus on experimental ecology and the basic techniques used to describe and measure environmental quality. *Meets the foundational core life science requirement. Environmental science majors should elect SUS 231 rather than SUS 200.*

**SUS 231** **4 hours**  
**Environmental Science, Society, and Sustainability**  
 An introduction to environmental science, including a discussion of ecological principles and their application, energy systems, pollution problems, environmental policy and decision making, and the scientific and ethical implications of human impacts on the environment. Lab exercises focus on experimental ecology and the basic techniques used to describe and measure environmental quality. This course serves three functions: (1) it is the entry level course for environmental science majors; (2) it may be taken for foundational core lab science credit; and (3) biology majors may count it as a 200-level biology course when calculating course hour requirements in biology. Three hours of lecture and two hours of lab per week. *Meets the foundational core life science requirement.*

**SUS 270** **1-4 hours**  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**SUS 310** **4 hours**  
**Principles of Sustainable Development**  
 An exploration of the key ideas and debates in development theory with an emphasis on evaluating whether and how global poverty can be alleviated without irreparably damaging the environment. Labs feature interdisciplinary approaches to sustainable and transformational development drawn from agroecology, sociology, public health, holistic missions, and political economy. *Prerequisite: SUS 231.*

**PBH 393** **1-4 hours**  
**Practicum**  
 Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. *Offered primarily during summer following junior year or fall of senior year. Prerequisites: PBH 100, 110, 210, 320, 330, 340 and 350.*

**PBH 450** **1-4 hours**  
**Directed Research**  
 Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.

**PBH 480** **1-4 hours**  
**Seminar**  
 A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.

**PBH 490** **1-2 hours**  
**Honors**  
 Individualized study or research of an advanced topic within a student's major. *Open to students with at least a 3.00 GPA in the major field.*

**PBH 493** **2 hours**  
**Public Health Senior Capstone**  
 This course will be structured as a seminar, pulling together the experiences of all the students into a broad public health framework. Major challenges faced during practicum will be discussed. Readings, videos, guest lectures, and optional workshops will support the discussions that take place in class. An integrative senior paper will provide the structure for students to integrate their faith, public health coursework, and practicum experiences. Part of the comprehensive exam, paper, or project required for graduation will be completed during the practicum. *Offered spring semester. Prerequisites: PBH 100, 110, 210, 320, 330, 393; PBH 340 or 350.*

**SUS 315** **4 hours**  
**Food Systems and Society**  
 The history, drivers, and context of contemporary domestic and international food system issues are examined. Course explores different approaches to building community-based food systems and movements for food justice around the world. Labs will feature interdisciplinary approaches to food system analysis and evaluation. *Prerequisite: SUS 231.*

**SUS 325** **4 hours**  
**Sustainable Agricultural Development**  
 This field-based course explores contemporary trends in international development through the lens of sustainable agriculture. The social, ecological, and economic sustainability of agriculture and food systems are assessed through a case-study approach. *Prerequisites: ENS 241, ENS 321, and SUS 310.*

**SUS 360** **1-4 hours**  
**Independent Study**  
 An individualized, directed study involving a specified topic.

**SUS 370** **1-4 hours**  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**SUS 393** **1-4 hours**  
**Practicum**  
 Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. *Offered primarily during summer.*

**SUS 435** **4 hours**  
**Environmental and Sustainability Planning and Assessment**  
 A culminating course involving application of interdisciplinary principles of environmental and sustainability planning, monitoring, and evaluation involving community-based projects and case studies.

**SUS 450** **1-4 hours**  
**Directed Research**  
 Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.

**SUS 480** **1-4 hours**  
**Seminar**  
 A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.

**SUS 490** **1-2 hours**  
**Honors**  
 Individualized study or research of an advanced topic within a student's major. *Open to students with at least a 3.00 GPA in the major field.*

# Health Sciences

The Health Sciences area includes curricular offerings in Biology, Chemistry, Exercise Science, Psychology, and Public Health. While preparation for graduate work in Medicine or Allied Health fields can be done through any major available at Taylor if necessary preparatory courses are taken, majors in these areas offer concentrations designed specifically for this purpose. The Health Science major includes a dual degree program leading to an undergraduate Nursing degree.

A major in Health Science is offered with either a concentration in Pre-Nursing or Pre-Nursing and Public Health. Upon successful completion of three years at Taylor University, students then complete an approved Bachelor of Science in Nursing (BSN) program at an accredited school. Upon receipt of an official transcript verifying the satisfactory completion of the BSN program, the student is awarded the baccalaureate degree by Taylor University.

Careful planning should allow opportunity for study in affiliated programs, including health science and public health courses in Ecuador or Uganda.

All Taylor University degree requirements are applicable with the following exception: 22 of the final 30 credit hours completed through Taylor. Normally, students complete all applicable requirements within three years, including a total of 101 credits from a minimum of 43 major hours, foundational core curriculum, and general electives. A minimum of 64 earned credit hours must be through Taylor.

Taylor University currently maintains a preferred admissions agreement with Indiana Wesleyan University's 14 month accelerated nursing program, but cannot guarantee acceptance into this BSN program for any individual student.

## Health Science (BS)

Advisor, Erik Hayes

The Bachelor of Science degree with a major in Health Science requires 43-65 hours including a concentration in Pre-Nursing or Pre-Nursing and Public Health in addition to the successful completion of an approved BSN program from an accredited school. Taylor University cannot guarantee acceptance into a BSN program. *All major courses, including those in the concentration, must be completed with a grade of C- or better and are included in the major GPA.*

### Major Requirements

BIO 201	4	Biology I: Foundations of Cell Biology and Genetics
BIO 244	4	Human Anatomy and Physiology I
BIO 245	4	Human Anatomy and Physiology II
KIN 221	3	Exercise as Medicine
MAT 210	4	Introductory Statistics
PBH 100	3	Introduction to Public Health
PSY 395	3	Health Psychology

Select one of the following chemistry course combinations:

CHE 201	4	General, Organic, and Biochemistry I
CHE 202	4	General, Organic, and Biochemistry II
or		
CHE 211	4	College Chemistry I
CHE 212	4	College Chemistry II

Select one of the following concentration areas:

### Pre-Nursing

BIO 370*	4	Special Topics (advisor approval)
EXS 316	3	Applied Nutrition
KIN 355	3	Research Methods

Successful completion of an approved BSN program from an accredited school.

\*Must be an approved Microbiology for Nursing course.

### Pre-Nursing and Public Health

BIO 370	4	Special Topics (advisor approval)
EXS 316	3	Applied Nutrition
KIN 355	3	Research Methods
PBH 110	3	Global Health
PBH 320	4	Epidemiology
PBH 330	3	Public Health Interventions
PBH 350	3	Determinants of Health and Health Equity

Select 2 credits from the following courses:

EXS 217	3	Wellness Programs
EXS 346	3	Public and Community Health
PBH 340	3	Principles of Community Health Development
PBH 393	3	Practicum

Successful completion of an approved BSN program from an accredited school.

\*Must be an approved Microbiology for Nursing course.

## Notes

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# Kinesiology

**Chair, Associate Professor M. Renfrow**  
**Professor D. Anderson**  
**Associate Professors E. Hayes, J. Marsee, B. Pratt**  
**Assistant Professor A. Stucky**  
**Instructor G. Wolfe**

The Kinesiology Department has two major purposes: (1) to prepare competent, caring, and reflective Christian leaders for world service in exercise science, sport management, and coaching; and (2) to help students acquire the skills and attitudes for lifetime wellness, as well as wholesome and active use of their leisure time.

Baccalaureate degrees are offered in Exercise Science and Sport Management as well as a Sport Management minor. A Coaching minor is offered through the department for students who are interested in studying sport and coaching. Candidates for the Bachelor of Arts degree must complete two years of a foreign language.

The three credits required in the foundational core curriculum must be met by taking KIN 100 plus KIN 200 or one of the following to substitute for KIN 200: KIN 250, 300, 302, 333, 334, or EXS 280. Elementary Education majors must take KIN 250. Exercise Science majors complete this requirement by taking EXS 111, 316, and 318. Pre-Med, Public Health, and Allied Health students should contact advisor for an alternative course.

## Exercise Science

The Exercise Science major is designed to prepare students for two differing areas of this field: (1) as a preparatory degree to enter Allied Health related fields such as occupational therapy, physical therapy, sports medicine, exercise physiology, cardiac rehab, physician assistant, nursing, pre-medicine, or other allied health-related graduate program studies; (2) for the student who wants to enter the field of health, strength and conditioning specialist, personal trainer, director of fitness, or other health-related programs.

### Exercise Science/Health Science and Human Performance (BA)

The Bachelor of Arts degree with a major in Exercise Science and a concentration in Health Science and Human Performance requires two years of sequential study in one foreign language and 55 hours in the major. Students must complete the senior comprehensive requirement as approved by the department. All major courses must be completed with a grade of C- or better and are included in the major GPA.

#### Major Requirements

BIO 244	4	Human Anatomy and Physiology I	EXS 346	3	Community Health Education
BIO 245	4	Human Anatomy and Physiology II	EXS 353	3	Physical Fitness Assessment
EXS 111	3	Foundations of Exercise Science	EXS 381	3	Kinesiology
EXS 213	2	Substance Education	EXS 453	3	Physical Fitness Prescription
EXS 217	3	Wellness Programs	KIN 223	3	Emergency Health Care
EXS 274	1	Introduction to Exercise Testing	KIN 355	3	Research Methods
EXS 280	1	Exercise Techniques for Physical Fitness	Select <u>one</u> course from the following:		
EXS 306	3	Physiology of Exercise	KIN 450	4	Directed Research
EXS 316	3	Applied Nutrition	KIN 492	4	Internship
EXS 318	3	Therapeutic Exercise and Pharmacotherapy	Select <u>one</u> course from the following:		
EXS 328	3	Principles of Strength Training	PSY 395	3	Health Psychology
			PSY 410	3	Motivation

#### Suggested Courses for Areas of Specialization

BIO 201	4	Biology I: Foundations of Cell Biology and Genetics	MAT 140	3	Fundamental Calculus for Applications
BIO 203	4	Principles of Genetics	MAT 145	3	Introduction to Functions and Calculus
BIO 331	4	Comparative Anatomy	MAT 146	3	Functions and Calculus
BIO 471	4	Microbiology and Immunology	MAT 151	4	Calculus I
CHE 201/211	4	General, Organic, & Biochemistry I/College Chemistry I	MAT 210	4	Introductory Statistics
CHE 202/212	4	General, Organic, & Biochemistry II/College Chemistry II	PBH 100	3	Introduction to Public Health
CHE 311	4	Organic Chemistry I	PHI 201	3	Logic
CHE 312	4	Organic Chemistry II	PHI 311	3	Medical Ethics
CHE 411	3	Biochemistry I	PHY 203/211	4	General Physics I/ University Physics I
CHE 412	3	Biochemistry II	PHY 204/212	4-5	General Physics II/University Physics II
EXS 214	3	Health and Sexuality	PSY 100	3	Introductory Psychology
EXS 215	2	Health, Exercise, and Aging	PSY 220	3	Sport Psychology
EXS 273	1	Introduction to Exercise Science Research	PSY 250	3	Life Span Development
EXS 393	1	Practicum	PSY 300	3	Abnormal Psychology
EXS 482	3	Advanced Physiology of Exercise	PSY 330	4	Applied Psychological Statistics
IAS 210	3	Medical Terminology	PSY 395	3	Health Psychology
KIN 324	2	Motor Learning	PSY 410	3	Motivation
KIN 360	1-4	Independent Study (approved by advisor)	PSY 441	3	Physiological Psychology
KIN 370	1-4	Selected Topics (approved by advisor)	SMA 351	3	Sport Public Relations
			SMA 352	3	Event and Facility Management

## Exercise Science/Health Science and Human Performance (BS)

The Bachelor of Science degree with a major in Exercise Science and a concentration in Health Science and Human Performance requires 69 hours in the major. Students must complete the senior comprehensive requirement as approved by the department. *All major courses must be completed with a grade of C- or better and are included in the major GPA.*

### Major Requirements

BIO 244	4	Human Anatomy and Physiology I	EXS 346	3	Community Health Education
BIO 245	4	Human Anatomy and Physiology II	EXS 353	3	Physical Fitness Assessment
EXS 111	3	Foundations of Exercise Science	EXS 381	3	Kinesiology
EXS 213	2	Substance Education	EXS 453	3	Physical Fitness Prescription
EXS 217	3	Wellness Programs	KIN 223	3	Emergency Health Care
EXS 274	1	Introduction to Exercise Testing	KIN 355	3	Research Methods
EXS 280	1	Exercise Techniques for Physical Fitness	Select <u>one</u> course from the following:		
EXS 306	3	Physiology of Exercise	KIN 450	4	Directed Research
EXS 316	3	Applied Nutrition	KIN 492	4	Internship
EXS 318	3	Therapeutic Exercise and Pharmacotherapy	Select <u>one</u> course from the following:		
EXS 328	3	Principles of Strength Training	PSY 395	3	Health Psychology
			PSY 410	3	Motivation

### Electives

Select at least <u>14</u> hours from:					
BIO 201	4	Biology I: Foundations of Cell Biology and Genetics	MAT 140	3	Fundamental Calculus for Applications
BIO 203	4	Principles of Genetics	MAT 145	3	Introduction to Functions and Calculus
BIO 331	4	Comparative Anatomy	MAT 146	3	Functions and Calculus
BIO 471	4	Microbiology and Immunology	MAT 151	4	Calculus I
CHE 201/211	4	General, Organic, & Biochemistry I/College Chemistry I	MAT 210*	4	Introductory Statistics
CHE 202/212	4	General, Organic, & Biochemistry II/College Chemistry II	PBH 100	3	Introduction to Public Health
CHE 311	4	Organic Chemistry I	PHI 201	3	Logic
CHE 312	4	Organic Chemistry II	PHI 311	3	Medical Ethics
CHE 411	3	Biochemistry I	PHY 203/211	4	General Physics I/ University Physics I
CHE 412	3	Biochemistry II	PHY 204/212	4-5	General Physics II/University Physics II
EXS 214	3	Health and Sexuality	PSY 100	3	Introductory Psychology
EXS 215	2	Health, Exercise, and Aging	PSY 220	3	Sport Psychology
EXS 273	1	Introduction to Exercise Science Research	PSY 250	3	Life Span Development
EXS 393	1	Practicum	PSY 300	3	Abnormal Psychology
EXS 482	3	Advanced Physiology of Exercise	PSY 330*	4	Applied Psychological Statistics
IAS 210	3	Medical Terminology	PSY 395 <sup>‡</sup>	3	Health Psychology
KIN 324	2	Motor Learning	PSY 410 <sup>‡</sup>	3	Motivation
KIN 360	1-4	Independent Study (approved by advisor)	PSY 441	3	Physiological Psychology
KIN 370	1-4	Selected Topics (approved by advisor)	SMA 351	3	Sport Public Relations
			SMA 352	3	Event and Facility Management

\*A maximum of 4 credits from these courses may count toward elective hours.

<sup>‡</sup>Course may not double-count as requirement and elective.

## Exercise Science/Pre-Allied Health (BA)

The Bachelor of Arts degree with a major in Exercise Science and a Pre-Allied Health concentration requires two years of sequential study in one foreign language and 51 hours in the major. Students must complete the senior comprehensive requirement as approved by the department. *All major courses must be completed with a grade of C- or better and are included in the major GPA.*

### Major Requirements

BIO 201	4	Biology I: Foundations of Cell Biology and Genetics	EXS 453	3	Physical Fitness Prescription
BIO 244	4	Human Anatomy and Physiology I	EXS 482	3	Advanced Physiology of Exercise
BIO 245	4	Human Anatomy and Physiology II	KIN 223	3	Emergency Health Care
EXS 111	3	Foundations of Exercise Science	KIN 355	3	Research Methods
EXS 274	1	Introduction to Exercise Testing	Select <u>one</u> course from the following:		
EXS 280	1	Exercise Techniques for Physical Fitness	KIN 450	4	Directed Research
EXS 306	3	Physiology of Exercise	KIN 492	4	Internship
EXS 316	3	Applied Nutrition	Select <u>one</u> course from the following:		
EXS 318	3	Therapeutic Exercise and Pharmacotherapy	PSY 395	3	Health Psychology
EXS 353	3	Physical Fitness Assessment	PSY 410	3	Motivation
EXS 381	3	Kinesiology			

### Suggested Courses for Areas of Specialization

BIO 203	4	Principles of Genetics	MAT 140	3	Fundamental Calculus for Applications
BIO 331	4	Comparative Anatomy	MAT 145	3	Introduction to Functions and Calculus
BIO 471	4	Microbiology and Immunology	MAT 146	3	Functions and Calculus
CHE 201/211	4	General, Organic, & Biochemistry I/College Chemistry I	MAT 151	4	Calculus I
CHE 202/212	4	General, Organic, & Biochemistry II/College Chemistry II	MAT 210	4	Introductory Statistics
CHE 311	4	Organic Chemistry I	PBH 100	3	Introduction to Public Health
CHE 312	4	Organic Chemistry II	PHI 201	3	Logic
CHE 411	3	Biochemistry I	PHI 311	3	Medical Ethics
CHE 412	3	Biochemistry II	PHY 203/211	4	General Physics I/ University Physics I
EXS 213	2	Substance Education	PHY 204/212	4-5	General Physics II/University Physics II
EXS 214	3	Health and Sexuality	PSY 100	3	Introductory Psychology
EXS 215	2	Health, Exercise, and Aging	PSY 220	3	Sport Psychology
EXS 217	3	Wellness Programs	PSY 250	3	Life Span Development
EXS 273	1	Introduction to Exercise Science Research	PSY 300	3	Abnormal Psychology
EXS 328	3	Principles of Strength Training and Conditioning	PSY 330	3	Applied Psychological Statistics
EXS 346	2	Community Health Education	PSY 395	3	Health Psychology
EXS 393	1	Practicum	PSY 410	3	Motivation
IAS 210	3	Medical Terminology	PSY 441	3	Physiological Psychology
KIN 324	2	Motor Learning	SMA 351	3	Sport Public Relations
KIN 360	1-4	Independent Study (approved by advisor)	SMA 352	3	Event and Facility Management
KIN 370	1-4	Selected Topics (approved by advisor)			

## Exercise Science/Pre-Allied Health (BS)

This course of study is recommended for students interested in preparing for graduate school for physical therapy, occupational therapy, cardiac rehabilitation, and other allied health fields. The Bachelor of Science degree with a major in exercise science and a pre-allied health concentration requires 65 hours in the major. Students must complete the senior comprehensive requirement as approved by the department. *All major courses must be completed with a grade of C- or better and are included in the major GPA.*

### Major Requirements

BIO 201	4	Biology I: Foundations of Cell Biology and Genetics	EXS 453	3	Physical Fitness Prescription
BIO 244	4	Human Anatomy and Physiology I	EXS 482	3	Advanced Physiology of Exercise
BIO 245	4	Human Anatomy and Physiology II	KIN 223	3	Emergency Health Care
EXS 111	3	Foundations of Exercise Science	KIN 355	3	Research Methods
EXS 274	1	Introduction to Exercise Testing	Select <u>one</u> course from the following:		
EXS 280	1	Exercise Techniques for Physical Fitness	KIN 450	4	Directed Research
EXS 306	3	Physiology of Exercise	KIN 492	4	Internship
EXS 316	3	Applied Nutrition	Select <u>one</u> course from the following:		
EXS 318	3	Therapeutic Exercise and Pharmacotherapy	PSY 395	3	Health Psychology
EXS 353	3	Physical Fitness Assessment	PSY 410	3	Motivation
EXS 381	3	Kinesiology			

### Electives

Select at least <u>14</u> hours from:					
BIO 203	4	Principles of Genetics	MAT 140	3	Fundamental Calculus for Applications
BIO 331	4	Comparative Anatomy	MAT 145	3	Introduction to Functions and Calculus
BIO 471	4	Microbiology and Immunology	MAT 146	3	Functions and Calculus
CHE 201/211	4	General, Organic, & Biochemistry I/College Chemistry I	MAT 151	4	Calculus I
CHE 202/212	4	General, Organic, & Biochemistry II/College Chemistry II	MAT 210*	4	Introductory Statistics
CHE 311	4	Organic Chemistry I	PBH 100	3	Introduction to Public Health
CHE 312	4	Organic Chemistry II	PHI 201	3	Logic
CHE 411	3	Biochemistry I	PHI 311	3	Medical Ethics
CHE 412	3	Biochemistry II	PHY 203/211	4	General Physics I/ University Physics I
EXS 213	2	Substance Education	PHY 204/212	4-5	General Physics II/University Physics II
EXS 214	3	Health and Sexuality	PSY 100	3	Introductory Psychology
EXS 215	2	Health, Exercise, and Aging	PSY 220	3	Sport Psychology
EXS 217	3	Wellness Programs	PSY 250	3	Life Span Development
EXS 273	1	Introduction to Exercise Science Research	PSY 300	3	Abnormal Psychology
EXS 328	3	Principles of Strength Training and Conditioning	PSY 330*	3	Applied Psychological Statistics
EXS 346	2	Community Health Education	PSY 395†	3	Health Psychology
EXS 393	1	Practicum	PSY 410‡	3	Motivation
IAS 210	3	Medical Terminology	PSY 441	3	Physiological Psychology
KIN 324	2	Motor Learning	SMA 351	3	Sport Public Relations
KIN 360	1-4	Independent Study (approved by advisor)	SMA 352	3	Event and Facility Management
KIN 370	1-4	Selected Topics (approved by advisor)			

\*A maximum of 4 credits from these courses may count toward elective hours.

‡Course may not double-count as requirement and elective.

## Sport Management

The sport management major blends two disciplines: business and sport. This major addresses the Taylor emphasis on Christian service in the growing area of sport business. The student will learn to identify and understand the internal and external factors that shape sports in a culture, apply management skills, and evaluate the goals of a variety of sport organizations (high school, college, and professional), and be able to apply fundamental marketing concepts to the sports industry. The student majoring in sport management will become familiar with the various agencies governing sports from the professional, collegiate, high school, and amateur levels. An internship is required for both baccalaureate degrees in sport management.

## Sport Management (BA)

The Bachelor of Arts degree with a major in sport management requires two years of one foreign language and 49 hours. *All major courses must be completed with a grade of C- or better and are included in the major GPA.*

### Major Requirements

ACC 241	3	Accounting Principles I
ECO 201	3	Principles of Microeconomics
KIN 220	4	Principles of Coaching
KIN 355	3	Research Methods
KIN 492	4	Internship
MGT 311	3	Business Law
MKT 231	3	Principles of Marketing
SMA 115	2	Introduction to Sport Management
SMA 210	1	Human Performance Technology
SMA 350	3	Sport Management
SMA 351	3	Sport Public Relations
SMA 352	3	Event and Facility Management
SMA 354	3	Sport Finance
SMA 393A	1	Practicum
SMA 393B	1	Practicum
SMA 430	2	Legal Issues in Sport
SMA 480	2	Seminar

### Electives

Select 5 hours of electives from:

ACC 242	3	Accounting Principles II
ECO 202	3	Principles of Macroeconomics
FIN 361	3	Corporate Finance
KIN 231	2	Officiating Sports
KIN 360	1-2	Independent Study (approved by advisor)
KIN 450	2	Directed Research (approved by advisor)
KIN 472	2	Psychology of Coaching
JRN 115	3	Introduction to Media Writing
MAT 210	4	Introductory Statistics
MGT 352	3	Management Analysis and Practice
MGT 362	3	Human Resources Management
MGT 442	3	Business Ethics
MGT 452	3	Strategic Management
MGT 462	3	Organizational Behavior and Development
MKT 312	3	Professional Selling
MKT 410	3	Marketing Research
MKT 412	3	Advertising and Promotional Strategy
PBR 261	3	Introduction to Public Relations
PSY 220	3	Sport Psychology

## Sport Management (BS)

The Bachelor of Science degree with a major in sport management requires 64 hours. *All major courses must be completed with a grade of C- or better and are included in the major GPA.*

### Major Requirements

ACC 241	3	Accounting Principles I
ACC 242	3	Accounting Principles II
ECO 201	3	Principles of Microeconomics
KIN 220	4	Principles of Coaching
KIN 355	3	Research Methods
KIN 492	4	Internship
MGT 311	3	Business Law
MKT 231	3	Principles of Marketing
SMA 115	2	Introduction to Sport Management
SMA 210	1	Human Performance Technology
SMA 350	3	Sport Management
SMA 351	3	Sport Public Relations
SMA 352	3	Event and Facility Management
SMA 354	3	Sport Finance
SMA 393A	1	Practicum
SMA 393B	1	Practicum
SMA 430	2	Legal Issues in Sport
SMA 480	2	Seminar

### Additional Major Requirements

MAT 210	4	Introductory Statistics
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Select one course from the following:

MGT 462	3	Organizational Behavior and Development
SYS 101	3	Introduction to Systems

### Electives

Select 10 hours of electives from:

ECO 202	3	Principles of Macroeconomics
FIN 361	3	Corporate Finance
JRN 115	3	Introduction to Media Writing
KIN 231	2	Officiating Sports
KIN 360	1-2	Independent Study (approved by advisor)
KIN 450	2	Directed Research (approved by advisor)
KIN 472	2	Psychology of Coaching
MGT 352	3	Management Analysis and Practice
MGT 362	3	Human Resources Management
MGT 442	3	Business Ethics
MGT 452	3	Strategic Management
MKT 312	3	Professional Selling
MKT 410	3	Marketing Research
MKT 412	3	Advertising and Promotional Strategy
PBR 261	3	Introduction to Public Relations
PSY 220	3	Sport Psychology

## Sport Management Minor

The department offers an 18-hour sport management minor. *All minor courses must be completed with a grade of C- or better and are included in the minor GPA.*

### Minor Requirements

SMA 350	3	Sport Management
SMA 351	3	Sport Public Relations
SMA 352	3	Event and Facility Management
SMA 430	2	Legal Issues in Sport
SMA 480	2	Seminar

Select 5 credit hours from the following:

ACC 241	3	Accounting Principles I
ACC 242	3	Accounting Principles II
ECO 201	3	Principles of Microeconomics
FIN 361	3	Corporate Finance
JRN 115	3	Introduction to Media Writing
KIN 220	4	Principles of Coaching
KIN 231	2	Officiating Sports
MGT 311	3	Business Law
MKT 231	3	Principles of Marketing
PBR 261	3	Introduction to Public Relations
SMA 210	1	Human Performance Technology
SMA 354	3	Sport Finance
SMA 393A	1	Practicum (approved by advisor)
SMA 393B	1	Practicum (approved by advisor)

## Coaching Minor

The department offers a 19 hour coaching minor for any student interested in preparing for the coaching profession. Students from any major are eligible for this course of study. The minor helps prepare students for opportunities in coaching, leading camps, youth athletic ministry, and recreational leadership. *All minor courses must be completed with a grade of C- or better and are included in the minor GPA.*

### Minor Requirements

EXS 280	1	Exercise Techniques for Physical Fitness
KIN 220	4	Principles of Coaching
KIN 223	3	Emergency Health Care
KIN 324	2	Motor Learning
KIN 367	3	Coaching Methods
KIN 393	4	Practicum (approved by advisor—Coaching)
KIN 472	2	Psychology of Coaching

## Exercise Science Courses

### EXS 111 3 hours

#### Foundations of Exercise Science

This course is an introduction to the field of exercise science. The content includes definitions, objectives, and philosophies of the field; basic content of components of exercise science, contemporary issues and research, and potential career options. This introduction to the field of exercise science will have a foundation of the Christian perspective of vocational gifting, calling, preparation and service to humankind. *Offered fall and spring semesters.*

### EXS 170 1-4 hours

#### Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

### EXS 213 2 hours

#### Substance Education

The course is designed to prepare professionals for drug education. The scope of the course is wide and includes the following basic areas: drug terminology, pharmacology, psychodynamics, legal and law enforcement perspectives, social and cultural determinants, ethical and moral alternatives, behavioral aspects, and educational strategies. A strong emphasis is placed on developing guidelines for decision making in our society. The purpose is to exchange the best amount of information on drug use, misuse, and abuse available. *Offered spring semester of even years.*

**EXS 214** **3 hours**  
**Health and Sexuality**  
 This course is designed to prepare future health educators to teach the relationship between health and human sexuality. The class activities will include lectures/discussions, peer teaching, development of an abstinence-based curriculum, and lectures by outside resource personnel. *Offered fall semester of even years.*

**EXS 215** **2 hours**  
**Health, Exercise, and Aging**  
 The course is designed to examine common health-related physiological changes, current issues, and concerns as they pertain to the aging individual. *Prerequisites:* KIN 100 and EXS 111, or permission of instructor. *Offered fall semester of even years.*

**EXS 217** **3 hours**  
**Wellness Programs**  
 This course is a study of the philosophy, goals, objectives, organization, content, and methods of wellness programs. Characteristics of various clientele and how programs can be developed to meet their specific needs will be studied. *Prerequisite:* EXS 111. *Offered spring semester.*

**EXS 270** **1-4 hours**  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**EXS 273** **1 hour**  
**Introduction to Exercise Science Research**  
 Students will gain a basic introduction to research through a field experience in an exercise science research project. Students will help with data collection, data entry, and data analysis portions of the study. *May be repeated once for credit. By permission of instructor only.*

**EXS 274** **1 hour**  
**Introduction to Exercise Testing**  
 This course will introduce students to the basic skills of cardiovascular disease risk assessment, anthropometric measures, basic muscle strength and endurance assessment, EKG preparation, and data collection.

**EXS 280** **1 hour**  
**Exercise Techniques for Physical Fitness**  
 A course designed to teach various motor skills needed to effectively improve physical fitness such as proper running mechanics, basic lifting techniques, and common stretches. Students will also develop presentation and group exercise leadership skills. *Meets foundational core stewardship of the body requirement beyond KIN 100. Majors only.*

**EXS 306** **3 hours**  
**Physiology of Exercise**  
 A study of how the body adapts and responds to acute and chronic exercise. Attention is given to skeletal muscle structure and function, neurological control of movement, metabolic systems, and cardiovascular and pulmonary systems. *Prerequisite:* BIO 244 or permission of instructor. *Offered fall and spring semesters.*

**EXS 316** **3 hours**  
**Applied Nutrition**  
 This course is a study of basic principles of human nutrition including fundamentals of digestion, absorption, and metabolism; nutrients and their roles for the lifespan; eating disorders; and nutrition for performance. *Prerequisite:* EXS 111 or permission of instructor. *Offered fall and spring semesters.*

**EXS 317** **2 hours**  
**EKG and Stress Testing**  
 This course is designed to provide the undergraduate exercise science student with the basic knowledge and skills needed to interpret resting and exercise EKG's. Emphasis will be placed on 1) learning normal vs. abnormal EKG patterns at rest and during exercise; and, 2) the effects of cardiovascular medication on the resting or exercise EKG and various physiologic responses to exercise testing. An additional purpose of the course is to introduce the undergraduate exercise student to selected cardiac assessment techniques. *Prerequisite:* EXS 306 or permission of instructor.

**EXS 318** **3 hours**  
**Therapeutic Exercise and Pharmacotherapy**  
 A detailed study of the role exercise plays in preventing and treating chronic diseases and conditions including metabolic diseases, obesity, cardiovascular conditions, systemic inflammatory diseases, neurological diseases, cancer, orthopedic conditions, and aging. *Prerequisite:* EXS 306 or permission of instructor. *Offered January interterm and spring semester.*

**EXS 328** **3 hours**  
**Principles of Strength Training and Conditioning**  
 This course is the study of the essentials of strength training and conditioning for practitioners and prepares students for certification with the National Strength and Conditioning Association (NSCA). The course will cover the following: biomechanics of exercise, rehabilitation, bioenergetics of training, aerobic exercise prescription, resistance training, and speed and plyometric training. *Prerequisites:* KIN 100 and EXS 306. *Offered spring semester.*

**EXS 346** **3 hours**  
**Community Health Education**  
 This course illustrates how the health of populations is promoted and protected by organized public health practice. Students are acquainted with current evolving concepts and performance of these practices and are introduced to essential public health services. The problem-solving approach is emphasized through small-group interaction, case-study method, and critical thinking skills. *Meets foundational core civic engagement or general social science requirement. Offered spring semester.*

**EXS 353** **3 hours**  
**Physical Fitness Assessment**  
 This course will provide a comprehensive study of the components of physical fitness and methods of assessing fitness levels within each component. Health assessment and risk analysis instruments will also be examined. The course consists of classroom work, practical assessment projects, and some field experiences. Each student will participate in "hands-on" fitness assessments of various population groups. *Prerequisite:* EXS 274 and 306. *Offered fall and spring semesters.*

**EXS 360** **1-4 hours**  
**Independent Study**  
 An individualized, directed study involving a specified topic.

**EXS 370** **1-4 hours**  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**EXS 381** **3 hours**  
**Kinesiology**  
 An analysis of human movement based on anatomic and mechanical principles. Emphasis is given to the application of these principles to the understanding of athletic performance. *Prerequisites:* BIO 244 and EXS 111. *Offered fall and spring semesters.*

**EXS 393** **1-4 hours**  
**Practicum**  
 Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. *Prerequisite:* Permission of KIN department.

**EXS 450** **1-4 hours**  
**Directed Research**  
 Investigative learning involving closely directed research and the use of such facilities as the library or laboratory. *Prerequisite:* Permission of instructor.

**EXS 453** **3 hours**  
**Physical Fitness Prescription**  
 This course provides a study of the prescription and development of appropriate exercise programs based on accurate assessment of each component. Appropriate programs for various populations groups will be considered. The course will consist of classroom work, practical prescription projects, and some field experiences. Each student will participate in "hands-on" prescription and program development for a variety of individuals. *Prerequisite:* EXS 306. *Offered fall and spring semesters.*

**EXS 480** **2 hours**  
**Seminar**  
 A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.

**EXS 482** **3 hours**  
**Advanced Physiology of Exercise**  
 A seminar-style course examining the body's response to various environmental stressors as well as hormonal regulation of exercise and the effect of age and gender in relation to exercise. Emphasis will also be placed on a historical perspective of the field as well as recent biochemical and molecular/genetic developments within the field and the various chemical assays and the molecular techniques employed in the research setting. *Prerequisite:* EXS 306. *Offered fall semester.*

**EXS 490** **1-2 hours**  
**Honors**  
 Individualized study or research of an advanced topic within a student's major. *Open to students with at least a 3.00 GPA in the major field.*

## Kinesiology Courses

### KIN 100

2 hours

#### Fitness for Life

This course will assist students in developing an understanding of human flourishing founded on biblical principles and scientific evidence in the areas of sleep, stress and time management, nutrition, and various aspects of physical fitness. Students will engage in various assignments and physical activities related to these areas with the purpose of providing the abilities to make healthy lifestyle and behavior choices. *This course satisfies two of the three hours of foundational core requirements for stewardship of the body.*

### KIN 170

1-4 hours

#### Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

### KIN 200

1 hour

#### General Physical Education Activity Courses

These courses encourage students to adopt an active physical lifestyle and maintain physical fitness and wellness throughout their lives. Students learn about activities and develop skills for participation in lifetime activities. *One KIN 200 course is taken after KIN 100 to meet the three-hour foundational core requirement. Prerequisite: KIN 100.*

KIN 200A	Aerobic Conditioning
KIN 200AW	Aerobic Walking
KIN 200B	Badminton
KIN 200C	Weight Control and Fitness
KIN 200CC	Camping and Canoeing
KIN 200D	Square Dance
KIN 200F	Softball
KIN 200FD	Folk Dances of Other Cultures
KIN 200FF	Fly Fishing
KIN 200FN	Functional Fitness
KIN 200G	Golf
KIN 200H	Beginning Horsemanship
KIN 200I	Individualized Physical Education
KIN 200J	Acting
KIN 200JG	Jogging
KIN 200K	Basketball
KIN 200KT	Karate
KIN 200L	Bowling
KIN 200M	Challenge Adventures
KIN 200N	Total Fitness
KIN 200P	Personal Fitness
KIN 200PB	Pickleball
KIN 200Q	Outdoor Activities
KIN 200R	Racquetball
KIN 200RU	Running
KIN 200S	Soccer
KIN 200SB	Beginning Swimming
KIN 200SF	Fitness Swimming
KIN 200T	Tennis
KIN 200U	Circuit Training
KIN 200V	Volleyball
KIN 200W	Weight Training
KIN 200WA	Well Aerobics
KIN 200Y	Cycling
KIN 200Z	Athletic Participation

**\*KIN 200I**—The individualized physical education course is designed for students who fit into one of the following categories: (1) the student has a physical problem that prohibits completion of another KIN 200 course; (2) the student would like to do an activity that is not offered as an KIN 200 course; or (3) the student is near graduation and cannot schedule another KIN 200 course. Students design a program with the instructor's supervision and then engage in that program throughout the semester. Physical fitness assessments may be included as well as cognitive assignments. Students must apply for acceptance into the class and be approved by the instructor in order to register for the course. *Prerequisite: KIN 100.*

**\*KIN 200Z**—The athletic participation course is designed for students who compete on an NAIA intercollegiate athletic team. *Students must be approved by the athletic department and the KIN department to receive academic credit for this course. Credit is given during the sport season and credit will not be given retroactively for athletic participation from another season.*

### KIN 220

4 hours

#### Principles of Coaching

This course is a study of the duties and responsibilities of coaches and the potential problems and issues they may face. The content will include the four major areas of coaching certification programs: medical aspects, physiological aspects, psychological aspects, and organizational and administrative aspects. Methods and strategies of handling the responsibilities and the problems will be studied. *Offered fall semester of even years.*

### KIN 221

3 hours

#### Exercise as Medicine

This class examines the impact of physical activity, exercise, nutrition, and lifestyle related factors on health and the prevention and treatment of chronic disease. Students will learn the physiological basis of cardiorespiratory and musculoskeletal fitness, how these are influenced by exercise and physical activity, and their relation to health and disease. The therapeutic effect of exercise will be compared to traditional pharmacological treatment approaches where applicable. In addition students will be challenged to consider the personal, spiritual, and social responsibilities of maintaining an optimal level of fitness as they apply course content to their own life. *Meets the 3 hour foundational core stewardship of the body requirement. Open to Pre-Med and Public Health majors or by permission of SNAS advisor.*

### KIN 223

3 hours

#### Emergency Health Care

Prevention, treatment, and emergency care of various health problems and injuries will be examined. Skills will be obtained in CPR, AED, first aid, blood and airborne pathogens, blood pressure assessment, and use of PPEs according to guidelines of the Emergency Care and Safety Institute.

### KIN 231

2 hours

#### Officiating Sports

A study of the officiating skills and techniques needed for various sports. The opportunity to earn official's rating is provided. *Offered fall semester of odd years.*

### KIN 250

2 hours

#### Elementary School Health and Physical Activity

A course designed to equip the elementary education student with a basic understanding of teaching concepts associated with physical education activities and appropriate health and safety practices. Fundamental content of the areas of physical education, health, and safety, as well as teaching methods, are explored. *Meets foundational core stewardship of the body requirement beyond KIN 100. Prerequisite: KIN 100. Offered fall and spring semesters.*

### KIN 270

1-4 hours

#### Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

### KIN 271

1 hour

#### CPR for Healthcare Providers

Successful completion of this course will certify participants in the techniques of CPR and AED use for adults, children, and infants; foreign body obstruction; and cardiac emergency management according to American Heart Association standards. *Priority registration for this course is given to students in the KIN majors. Offered fall and spring semesters.*

### KIN 300

1 hour

#### Basic Swimming Skills

For KIN majors who have satisfactorily completed a basic swimming, intermediate swimming, or emergency water safety course at another institution. Students will receive credit for basic proficiency in swimming skills and water safety upon submission of official transcript. *Meets foundational core stewardship of the body requirement beyond KIN 100.*

### KIN 302

2 hours

#### Lifeguard Training

This course is designed to train an individual in the proper methods for rescue, water safety, first aid, CPR, and other skills necessary for lifeguarding. *Meets foundational core stewardship of the body requirement beyond KIN 100. Prerequisite: KIN 100. Offered spring semester.*

### KIN 324

2 hours

#### Motor Learning

A study of the theories and research of the processes of learning motor skills. The application of appropriate methods of teaching motor skills is studied and practiced to enable the students to understand how they can be used effectively. *Prerequisite: EXS 111 or permission of instructor. Offered fall semester of odd years.*

### KIN 333

2 hours

#### Water Safety Instructor

Instruction in the skills, terminology, and progressions of teaching swimming strokes and water safety. The course includes knowledge of the skills, physical performance of the skills, and teaching skills. Successful completion of the American Red Cross requirements leads to certification in Red Cross WSI. *Advanced swimming skills are necessary. Meets foundational core stewardship of the body requirement beyond KIN 100. Prerequisites: KIN 100 and permission of instructor. Offered spring semester.*

### KIN 334

1 hour

#### Lifeguard Training Instructor

Acquisition of the skills, terminology, and progressions for teaching American Red Cross Lifeguard Instructor Training. The course includes both knowledge of the skills and physical performance of the skills. Successful completion of the American Red Cross requirements leads to certification as a Red Cross LGI. *Meets foundational core stewardship of the body requirement beyond KIN 100. Prerequisites: KIN 302 and permission of instructor.*

<b>KIN 355</b> <b>Research Methods</b>	<b>3 hours</b>
An exploration of the basic methods of research and data collection in the realms of sport management, physical education, and exercise science in a lecture format. Topics include defining a research question, reviewing and analyzing past research, designing a research project, collecting and analyzing data, and interpreting results. Students will also learn basic statistics, and Excel and PowerPoint table and figure making skills. <i>Offered fall and spring semesters.</i>	
<b>KIN 360</b> <b>Independent Study</b>	<b>1-4 hours</b>
An individualized, directed study involving a specified topic.	
<b>KIN 367</b> <b>Coaching Methods</b>	<b>3 hours</b>
This course will assist the student in learning how to teach the skills and strategies of selected sports and how to utilize that information to be an effective coach. The content includes basic sport skills, types of offenses and defenses, special situation strategies and other strategies specific to selected sports. The student will learn correct techniques of skills and skill progressions as well as drills to teach skills and strategies.	
<b>KIN 370</b> <b>Selected Topics</b>	<b>1-4 hours</b>
A course offered on a subject of interest but not listed as a regular course offering.	
<b>KIN 393</b> <b>Practicum</b>	<b>1-4 hours</b>
Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. <i>Prerequisite: Permission of KIN department.</i>	
<b>KIN 450</b> <b>Directed Research</b>	<b>1-4 hours</b>
Investigative learning involving closely directed research and the use of such facilities as the library or laboratory. <i>Prerequisite: Permission of instructor. Offered spring semester.</i>	

<b>KIN 472</b> <b>Psychology of Coaching</b>	<b>2 hours</b>
This course is a study of the role of psychology in coaching and how coaches can use psychology to enhance the performance of athletes and teams. Topics include psychology, philosophy of sport, motivation, self-confidence, goal setting, attention/concentration, imagery, arousal, self-talk, stress management, and mental skill methods/training. An application of appropriate mental skills will be addressed for each topic. Biblical principles of psychology will be integrated into topics.	
<b>KIN 480</b> <b>Seminar</b>	<b>2 hours</b>
A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion. <i>Students examine contemporary issues in sport.</i>	
<b>KIN 490</b> <b>Honors</b>	<b>1-2 hours</b>
Individualized study or research of an advanced topic within a student's major. <i>Open to students with at least a 3.00 GPA in the major field.</i>	
<b>KIN 492</b> <b>Internship</b>	<b>4 hours</b>
This field experience is designed to have the students apply what they have learned in their courses and to extend that learning by working in an organization that is appropriate for their major. Students work on a regular basis at the organization under the supervision of approved staff members. Students are also under the supervision of a member of the Taylor University Department of Kinesiology. <i>Each student must comply with the guidelines for credit hours, clock hours, and other criteria that are specific for the internship in his/her major. To register for this internship, the student must submit a proposal for the internship and have it approved by the KIN department and the internship organization. Prerequisites: All designated prerequisites for the internship in that major.</i>	

### Sport Management Courses

<b>SMA 115</b> <b>Introduction to Sport Management</b>	<b>2 hours</b>
The course is an introduction to the profession of sport management. The student will study the history and philosophies of sport and be introduced to research in the profession. The course will also clarify the requirements of the Taylor University Sport Management major, explore career opportunities in the profession, and assist the student in preparing for employment in the profession.	
<b>SMA 170</b> <b>Selected Topics</b>	<b>1-4 hours</b>
A course offered on a subject of interest but not listed as a regular course offering.	
<b>SMA 210</b> <b>Human Performance Technology</b>	<b>1 hour</b>
Students are introduced to a variety of general and specialized applications of technologies available to the Sport Management major. Lab opportunities are provided. <i>Prerequisite: COS 104 or 106. Offered spring semesters.</i>	
<b>SMA 270</b> <b>Selected Topics</b>	<b>1-4 hours</b>
A course offered on a subject of interest but not listed as a regular course offering.	
<b>SMA 350</b> <b>Sport Management</b>	<b>3 hours</b>
This course is a study of the roles, functions, and responsibilities of the person who manages sports programs. The emphasis is on how these functions can be successfully performed in various sports organizations. <i>Prerequisite: SMA 115. Offered spring semester of even years.</i>	
<b>SMA 351</b> <b>Sport Public Relations</b>	<b>3 hours</b>
This course is an introduction to the responsibilities of communicating with the public in a sports organization and the techniques and strategies that can be used to promote sports effectively. Assignments provide students with practical experiences with these techniques and strategies. <i>Prerequisite: SMA 115. Offered fall semester of odd years.</i>	
<b>SMA 352</b> <b>Event and Facility Management</b>	<b>3 hours</b>
This course covers the duties that need to be performed in managing various types of sports events and different types of sports facilities. The process and features of designing new facilities and remodeling existing ones and the maintenance responsibilities of facility managers will also be studied. <i>Prerequisite: SMA 115 or permission of instructor. Offered spring semester of odd years.</i>	
<b>SMA 354</b> <b>Sport Finance</b>	<b>3 hours</b>
A comprehensive analysis of financial and economic issues related to the sports industry. Topics include budgeting, capital structuring, planning processes, taxation, public funding, fundraising, and sponsorships. Also, topics of a macro perspective that affect various levels of sport and various leagues will be discussed. <i>Prerequisite: SMA 115 or permission of instructor. Offered fall of even years.</i>	
<b>SMA 360</b> <b>Independent Study</b>	<b>1-4 hours</b>
An individualized, directed study involving a specified topic.	
<b>SMA 370</b> <b>Selected Topics</b>	<b>1-4 hours</b>
A course offered on a subject of interest but not listed as a regular course offering.	
<b>SMA 393</b> <b>Practicum</b>	<b>1-4 hours</b>
Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. <i>Prerequisite: Permission of KIN department.</i>	
<b>SMA 393A</b> <b>Practicum</b>	<b>1 hour</b>
Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. <i>Prerequisite: Permission of KIN department.</i>	
<b>SMA 393B</b> <b>Practicum</b>	<b>1 hour</b>
Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. <i>Prerequisite: Permission of KIN department.</i>	
<b>SMA 430</b> <b>Legal Issues in Sport</b>	<b>2 hours</b>
This course includes a review of legal concepts and terms. Students will analyze legal cases and issues in the realm of sports, study how cases/issues are solved, and develop strategies for handling them. <i>Prerequisites: SMA 115, SMA 350, SMA 351, and MGT 311; or permission of instructor. Offered fall semester of odd years.</i>	
<b>SMA 450</b> <b>Directed Research</b>	<b>1-4 hours</b>
Investigative learning involving closely directed research and the use of such facilities as the library or laboratory. <i>Prerequisite: Permission of instructor. Offered spring semester.</i>	
<b>SMA 480</b> <b>Seminar</b>	<b>2 hours</b>
A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion. <i>Students examine contemporary issues in sport. Case studies, guest speakers, field trips, readings, etc., may be used to critically assess issues in sport and to explore strategies for managing them. Prerequisites: SMA 115, SMA 350, and SMA 351; or permission of instructor. Offered spring semester of odd years.</i>	
<b>SMA 490</b> <b>Honors</b>	<b>1-2 hours</b>
Individualized study or research of an advanced topic within a student's major. <i>Open to students with at least a 3.00 GPA in the major field.</i>	

## Notes

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# Mathematics

**Chair, Professor M. DeLong**  
**Professors J. Case, M. Colgan**  
**Associate Professor P. Eggleton**  
**Assistant Professors N. Kitt, D. Rodman, D. Thompson**  
**Visiting Associate Professor D. Oliver**

The major purposes of the Mathematics Department are to help students increase their knowledge and understanding of mathematical concepts, develop their reasoning ability and problem-solving skills, and improve their ability to apply mathematics in a variety of areas. The department prepares students to become teachers of mathematics; to enter careers in actuarial science, business, industry, and government; and to pursue graduate study in mathematics and related areas.

The student expecting to major in Mathematics should have four years of high school mathematics, including two years of high school algebra, geometry, trigonometry and preferably calculus. In the freshman year, students planning to major in mathematics and those preparing for scientific work, including engineering, should be qualified to begin with MAT 151 or MAT 230.

Students interested in actuarial science should major in Mathematics-Interdisciplinary with a minor in Accounting, Economics, or Finance, or they should major in Mathematics/Systems. They should take MAT 352, MAT 382, and MAT 385 as preparation for the first two actuarial exams. Students can also receive VEE credit (Validation by Educational Experience) from the Society of Actuaries with grades of B- or higher in ECO 201, ECO 202, and FIN 361. See the guidelines from the Society of Actuaries webpage for further details.

The department offers four majors: Mathematics, Mathematics/Systems, Mathematics Education, and Mathematics-Interdisciplinary.

Each year the Mathematics Department offers at least four sanctioned events such as special lectures or colloquiums. All majors are required to attend a total of at least 12 sanctioned events before taking the MAT 493 course.

## Mathematics (BA)

Designed for students planning to attend graduate school, the Bachelor of Arts degree with a major in Mathematics requires two years of sequential college-level study in one foreign language and 46-48 hours (42-43 math hours). *All major courses must be completed with a grade of C- or better and are included in the major GPA.*

### Major Requirements

MAT 180	3	Problem Solving
MAT 230	4	Calculus II
MAT 240	4	Calculus III
MAT 245	4	Linear Algebra
MAT 255	3	Justifications in Mathematics
MAT 340	4	Advanced Calculus
MAT 352	4	Mathematical Statistics
MAT 392	1	Mathematics Seminar
MAT 455	3	Abstract Algebra
MAT 461	3	Real Analysis
MAT 493	3	Senior Capstone

Select one course from the following:

MAT 251	4	Differential Equations
MAT 310	3	Mathematical Modeling with Numerical Analysis
MAT 330	3	Technology for Mathematics
MAT 382	3	Advanced Statistical Methods
MAT 385	3	Mathematics of Finance

### Electives

Select 3 hours of mathematics electives—MAT 215 or higher, excluding MAT 301, 302, 309

### Additional Major Requirements

Select one course in chemistry or physics from:

CHE 201	4	General, Organic, and Biochemistry I
CHE 211	4	College Chemistry I
PHY 211	4	University Physics I

## Mathematics/Systems (BS)

The Bachelor of Science degree with a major in Mathematics/Systems requires a minimum of 46-48 hours (42-43 math hours) in the major and curriculum requirements in systems analysis. *All major courses, including systems curriculum courses, must be completed with a grade of C- or better and are included in the major GPA.*

### Major Requirements

MAT 180	3	Problem Solving
MAT 230	4	Calculus II
MAT 240	4	Calculus III
MAT 245	4	Linear Algebra
MAT 255	3	Justifications in Mathematics
MAT 340	4	Advanced Calculus
MAT 352	4	Mathematical Statistics
MAT 382	3	Advanced Statistical Methods
MAT 392	1	Mathematics Seminar
MAT 393	3-4	Practicum
MAT 455	3	Abstract Algebra
MAT 493	3	Senior Capstone

### Additional Major Requirements

Select one course in chemistry or physics from:

CHE 201	4	General, Organic, and Biochemistry I
CHE 211	4	College Chemistry I
PHY 211	4	University Physics I

### Electives

Select 3 hours of mathematics electives—MAT 215 or higher, excluding MAT 301, 302, 309

### Systems Curriculum Requirements

COS 120	4	Introduction to Computational Problem Solving
IAS 330	3	Human Relations in Organizations
MAT 151	4	Calculus I
MAT 382	3	Advanced Statistical Methods
MAT 393	3-4	Practicum
SYS 101	3	Introduction to Systems
SYS 390	3	Information Systems Analysis
SYS 392	1	Systems Seminar
SYS 394	3	Information Systems Design
SYS 403	3	Operations Management

Select one course from the following:

COS 121	4	Foundations of Computer Science
COS 143	3	Interactive Webpage Design

Select one course from the following:

MAT 210	4	Introductory Statistics
MAT 352	4	Mathematical Statistics (required for major)

Select one course from the following:

SYS 401	3	Operations Research
SYS 402	3	Modeling and Simulation

## Mathematics Education (BS)

The Bachelor of Science degree in Mathematics Education requires 50-52 hours in addition to education courses. *All major courses, including education curriculum courses, must be completed with a grade of C- or better and are included in the major GPA.*

### Mathematics Requirements

MAT 180	3	Problem Solving
MAT 230	4	Calculus II
MAT 240	4	Calculus III
MAT 245	4	Linear Algebra
MAT 255	3	Justifications in Mathematics
MAT 280	3	Mathematics in the Junior High/Middle School
MAT 312	4	College Geometry
MAT 340	4	Advanced Calculus
MAT 352	4	Mathematical Statistics
MAT 392	1	Mathematics Seminar
MAT 455	3	Abstract Algebra
MAT 493	3	Senior Capstone

### Additional Major Requirements

Select one course from the following:

COS 120	4	Introduction to Computational Problem Solving
MAT 251	4	Differential Equations
MAT 310	3	Mathematical Modeling with Numerical Analysis
MAT 330	3	Technology for Mathematics
MAT 370	3	Selected Topics ( <i>approved by advisor</i> )
MAT 385	3	Mathematics of Finance
PHY 341	3	Math Methods in Physics and Engineering

Select 3 hours of mathematics electives—MAT 215 or higher, excluding MAT 301, 302, 309

Select one of the following chemistry or physics courses:

CHE 201	4	General, Organic, and Biochemistry I
CHE 211	4	College Chemistry I
PHY 211	4	University Physics I

### Professional Education

EDU 150	3	Education in America
EDU 222	2	Reading in the Content Area for Secondary Teachers
EDU 260	3	Educational Psychology
EDU 307	2	Discipline and Classroom Management for Secondary Teachers
EDU 309	1	Teaching in Secondary, Junior High/Middle Schools— Special Methods
EDU 328	2	Assessment for Student Learning
EDU 332	2	The Junior High/Middle School
EDU 344	1	Educational Technology in Secondary Education
EDU 384	1	Perspectives on Diversity
EDU 431	15	Supervised Internship in Secondary Schools
MAT 309	2	Teaching Math in Secondary Schools
SED 220	3	Exceptional Children

### Additional Education Requirements

CAS 110	3	Public Speaking
PSY 340	3	Adolescent Psychology

## Mathematics—Interdisciplinary (BS)

The Bachelor of Science degree with a major in Mathematics—Interdisciplinary requires a minimum of 51-57 hours and the completion of a minor (or major) in Accounting, Biology, Chemistry, Computer Engineering, Environmental Science, Engineering, Computer Science, Economics, Finance, or Physics. Minor (or major) requirements are listed under the offering department. The practicum may be in a supporting area (major or minor) instead of mathematics. *All major courses must be completed with a grade of C- or better and are included in the major GPA.*

### Major Requirements

MAT 180	3	Problem Solving
MAT 230	4	Calculus II
MAT 240	4	Calculus III
MAT 245	4	Linear Algebra
MAT 251	4	Differential Equations
MAT 255	3	Justifications in Mathematics
MAT 310	3	Mathematical Modeling with Numerical Analysis
MAT 352	4	Mathematical Statistics
MAT 382	3	Advanced Statistical Methods
MAT 392	1	Mathematics Seminar
MAT 393	2-4	Practicum
MAT 493	3	Senior Capstone

Select one course from the following:

MAT 340	4	Advanced Calculus
MAT 455	3	Abstract Algebra

### Additional Major Requirements

Select one course from the following:

COS 120	4	Introduction to Computational Problem Solving
COS 130	3	Computational Problem Solving for Engineers

### Electives

Select 3 hours of mathematics electives—MAT 215 or higher, excluding MAT 301, 302, 309

Select one of the following chemistry or physics courses:

CHE 201	4	General, Organic, and Biochemistry I
CHE 211	4	College Chemistry I
PHY 211	4	University Physics I

## Mathematics Minor

A Mathematics minor requires a minimum of 23-25 hours. *All minor courses must be completed with a grade of C- or better and are included in the minor GPA.*

### Minor Requirements

MAT 230	4	Calculus II
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Select one option from the following:

MAT 151	4	Calculus I
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MAT 145 <sup>†</sup>	3	Introduction to Functions and Calculus
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and

MAT 146 <sup>†</sup>	3	Functions and Calculus
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<sup>†</sup>MAT 145 & 146 count as one option

Select an additional 15 hours of mathematics elective hours above MAT 151. MAT 205, 301, 302, and 309 do not count toward the minor.

## Mathematics Courses

### MAT 100

1 hour

#### Mathematics Fundamentals

A study of the basic arithmetic operations, exponents, ratios, linear and quadratic equations, graphs, and story problems. This course is specifically designed to assist those students who need help for the mathematics proficiency examination. *Pass/fail only. Does not count toward a mathematics major or minor.*

*NOTE: MAT 100 or proficiency by an approved exam is a prerequisite to all other Mathematics courses.*

### MAT 110

3 hours

#### Finite Mathematics

A study of selected topics from set theory, matrices, systems of linear equations and inequalities, linear programming, counting and probability, statistics, and mathematics of finance. *Prerequisite: A good understanding of algebra. Does not count toward a mathematics major or minor. Meets foundational core mathematics requirement.*

### MAT 120

3 hours

#### Investigations in Mathematics

A course designed to engage students in relevant college-level mathematics and its connection to the Christian faith and everyday life. Students will experience interesting questions and real-life applications of mathematics from a variety of contexts while using appropriate technology. Emphasis will be on thinking, reasoning, and exploring patterns as well as communicating mathematical ideas. Topics will be chosen from data analysis, modeling, probability, statistics, mathematics of finance, logic, infinity, geometric applications, and fundamentals of problem solving. *Does not count toward a mathematics major or minor. Meets foundational core mathematics requirement.*

### MAT 140

3 hours

#### Fundamental Calculus for Applications

An introductory study of derivatives, series, and integrals with a wide range of applications, including maximum and minimum problems. *Prerequisite: A good understanding of algebra. Does not count toward a mathematics major or minor. Meets foundational core mathematics requirement.*

### MAT 145

3 hours

#### Introduction to Functions and Calculus

The MAT 145-146 sequence aims to provide a deep understanding of topics from precalculus and calculus as well as a strong sense of their usefulness. Fundamental ideas of calculus, specifically rates of change, are introduced early and used to provide a framework for the study of mathematical modeling involving algebraic, exponential, and logarithmic functions. Applications to business, economics, and science are emphasized. *Meets foundational core mathematics requirement. MAT 145-146 may be taken as a two-semester substitute for MAT 151.*

### MAT 146

3 hours

#### Functions and Calculus

MAT 146 is the second of a two-course sequence which begins with MAT 145, and continues the investigation of functions, including trigonometric functions, and their rate of change. Students are introduced to integrals and methods of integrations with applications. Further topics, such as infinite series and differential equations are included. *Prerequisite: MAT 145. MAT 145-146 may be taken as a two-semester substitute for MAT 151.*

### MAT 151

4 hours

#### Calculus I

A study of functions, including algebraic and trigonometric functions. An introduction to the algebraic, numerical, and graphical approaches to calculus, including limits, continuity, derivatives, integrals, and applications. *Prerequisite: A good understanding of algebra and trigonometry. Meets foundational core mathematics requirement. MAT 145 and 146 may be taken as a two-semester substitute for MAT 151.*

### MAT 170

1-4 hours

#### Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

### MAT 180

3 hours

#### Problem Solving

An introduction to the mathematical sciences through the study of problem solving. An overview of various methods of problem solving to discover patterns, construct and modify conjectures and develop proofs of those conjectures. There will be an emphasis on developing creativity, confidence, and concentration. Content areas studied will include algebra, combinatorics, number theory and calculus, all from a problem-solving point of view. *Prerequisite: MAT 151 or one semester of high school calculus. Meets foundational core mathematics requirement.*

### MAT 205

2 hours

#### Explorations in Elementary School Mathematics

An introductory math course for elementary education majors that focuses on helping prospective teachers develop an understanding of the topics of algebra, probability, and data analysis as they relate to the elementary school curriculum. *Two hours of lecture and one hour of lab.*

### MAT 210

4 hours

#### Introductory Statistics

A study of basic statistical methods with a focus on applied data analysis in a group setting using statistical software. Develops proficiency in the use of descriptive methods, sampling, linear regression and correlation, probability theory and distributions, statistical inference techniques for estimation and hypothesis testing and experimental design. *Meets foundational core mathematics requirement.*

### MAT 215

3 hours

#### Discrete Mathematics for Computer Science

Discrete mathematics concepts are studied that are foundational for further study in computer science. Topics include propositional logic and quantifiers, proofs with emphasis on induction, design and optimization of combinatorial circuits, Boolean algebra, solution of certain classes of recurrence and equivalence relations and modulo arithmetic with application to RSA cryptography. *Prerequisites: COS 120 or 130; and MAT 146 or 151.*

### MAT 220

4 hours

#### Ways of Knowing

Topics studied include number, logic, Euclidean and non-Euclidean geometry, algebraic structures, dimension, and infinity. A study is made of the deductive method in mathematics and its relationship to ways of knowing in other areas. There is an emphasis on the beauty of mathematics and the relationship of mathematics to science and other forms of culture including the arts and religion. *Course is offered within the Honors Guild. Meets foundational core mathematics requirement.*

### MAT 230

4 hours

#### Calculus II

A study of analytic geometry, functions, limits and derivatives, differentiation and integration of algebraic functions and elementary transcendental functions, applications of the derivative, the definite integral, sequences, series, Taylor's formula, and special techniques of integration. *Prerequisite: MAT 146 or 151.*

### MAT 240

4 hours

#### Calculus III

A study of parametric equations, polar coordinates, vectors, three-dimensional geometry, partial derivatives, multiple integration, and vector analysis. *Prerequisite: MAT 230.*

### MAT 245

4 hours

#### Linear Algebra

A course on matrix theory, linear equations and linear dependence, vector spaces and linear transformations, characteristic equation, quadratic forms, and the singular value decomposition. *Prerequisite: MAT 240. Offered spring semester of even years.*

### MAT 251

4 hours

#### Differential Equations

A course on the solution of differential equations of the first order and first degree, linear differential equations with constant coefficients, nonhomogeneous equations by undetermined coefficients and variation of parameters, systems of differential equations, nonlinear differential equations, and an introduction to series solutions. Numerical methods and qualitative analysis are also used. Differential equations are used to model physical problems, including vibration problems and electrical circuits. *Prerequisite: MAT 240. Offered spring semester.*

### MAT 255

3 hours

#### Justifications in Mathematics

The focus of the course is for students to acquire the ability to create and express mathematical arguments through the exploration of mathematical ideas. In addition to gaining an understanding and appreciation for interesting mathematics, students will develop an ability to think creatively, to analyze critically, and to communicate appropriately mathematical reasoning and argumentation. Topics include proof techniques, logic, sets, functions, number theory, infinity, and graph theory. *Prerequisite: MAT 151. Offered fall semester.*

### MAT 261

1 hour

#### Special Problems

Selected topics in mathematics. *Prerequisite: Consent of the department chair.*

<b>MAT 262</b> <b>Special Problems-TEMP</b> Selected topics in mathematics.	<b>1 hour</b>	<b>MAT 352</b> <b>Mathematical Statistics</b> A theoretical, as well as applied, study of counting outcomes, probability, probability distributions, sampling distributions, confidence intervals, tests of hypotheses, linear regression, and correlation. <i>Corequisite: MAT 240. Offered fall semester.</i>	<b>4 hours</b>
<b>MAT 270</b> <b>Selected Topics</b> A course offered on a subject of interest but not listed as a regular course offering.	<b>1-4 hours</b>	<b>MAT 360</b> <b>Independent Study</b> An individualized, directed study involving a specified topic.	<b>1-4 hours</b>
<b>MAT 280</b> <b>Mathematics in the Junior High/Middle School</b> An integrated content-methods course for middle school and introductory high school preparation. This course includes the mathematical strands of reasoning and algebra, rational numbers, geometry/measurement, and data analysis and probability, interwoven with the connections to appropriate pedagogical strategies for middle grades' teaching and learning. Includes a field-based teaching lab. <i>Math and elementary education majors only or permission of the instructor.</i>	<b>3 hours</b>	<b>MAT 370</b> <b>Selected Topics</b> A course offered on a subject of interest but not listed as a regular course offering.	<b>1-4 hours</b>
<b>MAT 301</b> <b>Number Concepts for Elementary Teachers</b> A junior-level integrated content-methods course for elementary teacher preparation. The course includes a study of number systems and operations with emphasis on current standards and research-based pedagogical practices which focus on communication, reasoning, and representation standards. Each student will also participate in corresponding field experience (JuMP practicum). <i>Prerequisite: approval into the teacher education program. Does not count toward a mathematics major or minor. Open to majors in elementary education. The MAT 301-302 sequence meets the mathematics foundational core requirement.</i>	<b>3 hours</b>	<b>MAT 382</b> <b>Advanced Statistical Methods</b> Introduction to a variety of topics including nonparametric statistical methods linear models, with simple linear regression, multiple regression, and analysis of variance as special cases of the linear model. The emphasis will be on translating applied questions into an appropriate statistical model, checking model assumptions, and interpreting analyses in applied contexts. A brief introduction to time series is included. <i>Prerequisites: MAT 210 or 352; and MAT 146 or 151.</i>	<b>3 hours</b>
<b>MAT 302</b> <b>Geometry and Measurement for Elementary Teachers</b> A junior-level integrated content-methods course for elementary teacher preparation. The course utilizes a problem-solving approach to the study of geometry and measurement with emphasis on current standards and research-based pedagogical practices which focus on communication, reasoning, and representation. Each student will also participate in a corresponding field experience (JuMP practicum). <i>Prerequisite: approval into the teacher education program and MAT 301. Does not count toward a mathematics major or minor. Open to majors in elementary education. The MAT 301-302 sequence meets the mathematics foundational core requirement.</i>	<b>3 hours</b>	<b>MAT 385</b> <b>Mathematics of Finance</b> This course is an introduction to the mathematical models used in finance and economics with a focus on interest theory (discrete and continuous). The goal is to provide an understanding of the fundamental concepts of financial mathematics and how those concepts are applied in calculating present and accumulated values for various streams of cash flows. Topics include the mathematical foundations of interest theory, annuities, loans, stocks, financial markets, arbitrage, and financial derivatives. The course can be used as a foundation for the second actuarial exam. <i>Prerequisites or corequisites: MAT 352; or both MAT 210 and MAT 230. Offered fall semester of odd years.</i>	<b>3 hours</b>
<b>MAT 309</b> <b>Teaching Math in Secondary Schools</b> This course is designed to assist teacher candidates in developing their pedagogical content knowledge in the area of mathematics. It addresses such topics as lesson planning, higher-order thinking, professional development, content-appropriate teaching strategies, standards-based instruction, assessment of student learning, educational technology, motivational techniques, and instructional resources. National and state math standards are examined as a basis for reflective teaching and best practices. This junior-level course should be taken the spring semester before student teaching. <i>Prerequisites: EDU 150 and EDU 260.</i>	<b>2 hours</b>	<b>MAT 392</b> <b>Mathematics Seminar</b> Each student in the seminar researches a mathematical topic and makes a presentation to the entire group. <i>Prerequisite: MAT 240. Offered fall semester.</i>	<b>1 hour</b>
<b>MAT 310</b> <b>Mathematical Modeling with Numerical Analysis</b> An introduction to modeling and the methods, techniques, and pitfalls in scientific computing and numerical analysis. The course will emphasize projects, writing, technology, and applications. Topics include iterative and algorithmic processes, error analysis, numerical integration and differentiation, curve fitting, and numerical solutions to different equations. <i>Required for mathematics majors with a concentration in computer science and for computer science majors with a concentration in scientific computing. Fulfills elective requirements in the systems curriculum and for majors in mathematics in environmental science and mathematics in secondary education. Prerequisites: COS 120 or 130; and MAT 240. Offered fall semester of even years.</i>	<b>3 hours</b>	<b>MAT 393</b> <b>Practicum</b> Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. <i>Offered primarily during the summer.</i>	<b>1-4 hours</b>
<b>MAT 312</b> <b>College Geometry</b> Advanced Euclidean plane geometry with a brief survey of some of the non-Euclidean geometries and vector and transformational geometry. <i>Prerequisites: MAT 180 or 245. Offered spring semester of odd years.</i>	<b>4 hours</b>	<b>MAT 450</b> <b>Directed Research</b> Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.	<b>1-4 hours</b>
<b>MAT 330</b> <b>Technology for Mathematics</b> A study of the use of software and graphing calculators in mathematics. Technological tools are used to explore various topics in mathematics including precalculus, business mathematics, probability and statistics, calculus, and linear algebra. <i>Prerequisites: MAT 180 and 240.</i>	<b>3 hours</b>	<b>MAT 455</b> <b>Abstract Algebra</b> The development of the postulates of group theory, rings, integral domains, and fields. Applications to cryptography. <i>Prerequisites: MAT 180 and 240. Offered spring semester of odd years.</i>	<b>3 hours</b>
<b>MAT 340</b> <b>Advanced Calculus</b> An introduction to a rigorous development of the fundamental concepts of calculus. The real number system, sequences, series, limits, differentiation, and integration are developed rigorously. <i>Prerequisites: MAT 240; MAT 180 or 215. Offered spring semester of even years.</i>	<b>4 hours</b>	<b>MAT 456</b> <b>Advanced Algebra</b> A continued study of Abstract and Linear Algebra. Topics include Galois Theory, cryptography, and field extensions. <i>Prerequisite: MAT 455.</i>	<b>3 hours</b>
		<b>MAT 461</b> <b>Real Analysis</b> An advanced study of the real number system, topology, functions, sequences, limits, continuity, and the theory of differentiation and integration. <i>Prerequisite: MAT 340. Offered spring semester of odd years.</i>	<b>3 hours</b>
		<b>MAT 480</b> <b>Seminar</b> A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.	<b>1-4 hours</b>
		<b>MAT 490</b> <b>Honors</b> Individualized study or research of an advanced topic within a student's major. <i>Open to students with at least a 3.00 GPA in the major field.</i>	<b>1-2 hours</b>
		<b>MAT 493</b> <b>Senior Capstone</b> An overview of mathematics with an emphasis on the integration of all areas in undergraduate mathematics with an exploration of the relationship between mathematics and the Christian faith. <i>Open to senior status mathematics majors only. Offered during January interterm.</i>	<b>3 hours</b>

## Natural Science

The natural science area includes curricular offerings in biology, chemistry, computer science and engineering, mathematics, and physics and engineering for the major in Natural Science.

### **Pre-Medical Technology Concentration (3-1 Program)**

Advisor, Professor J. Reber

A major in Natural Science with a Pre-Medical Technology concentration in pre-medical technology is designed for students participating in 3-year pre-professional programs. Upon successful completion of three years at Taylor University, students then complete 1-2 years of professional requirements at an approved accredited school.

All Taylor University degree requirements are applicable with the following exceptions: PHI 413, the minimum of 42 hours of upper-division credit, the minimum 128 total-hour requirement, and the senior comprehensive requirement. Normally, students complete all applicable requirements within three years, including a minimum of 96 total hours and a minimum of 35 major hours taken in courses offered in the natural science area. These courses must be selected in accordance with the unique requirements of the pre-professional program.

The medical technologist serves as a vital part of the hospital medical team, performing the lab tests that lead to successful diagnosis of illness. Taylor University maintains affiliations with Methodist Hospital of Indiana, located in Indianapolis, Indiana.

The National Accrediting Agency for Clinical Lab Sciences requires three years of college work as a minimum of pre-professional preparation. After satisfactory performance of preparatory courses specified by the hospital program of choice (usually an additional year or more), and upon receipt of an official transcript verifying the satisfactory completion at an approved accredited school, the student is granted the baccalaureate degree by Taylor University. The student is then eligible to take a national certifying examination. Upon successfully passing the certification examination, the student will be certified as a registered medical technologist or its equivalent.

### **Natural Science—Pre-Medical Technology Concentration (BS)**

The Bachelor of Science degree with a major in natural science and a Pre-Medical Technology concentration requires 35 hours of natural science with a minimum of 16 hours in biology and 16 hours in chemistry. *Note: Some hospital programs also require at least one semester of physics.*

All Taylor University degree requirements are applicable with the following exceptions: PHI 413; the minimum of 42 hours of upper-division credit; the minimum 128 total-hour requirement; and the senior comprehensive exam. Students must complete a minimum of 96 total hours at Taylor prior to entering the hospital program. *All major courses must be completed with a grade of C- or better and are included in the major GPA.*

#### **Major Requirements**

Select at least 16 hours of biology:

BIO 201	4	Biology I: Foundations of Cell Biology and Genetics
BIO 203	4	Principles of Genetics
BIO 244	4	Human Anatomy and Physiology I
BIO 245	4	Human Anatomy and Physiology II
BIO 471	4	Microbiology and Immunology

Select at least 16 hours of chemistry:

CHE 211	4	College Chemistry I
CHE 212	4	College Chemistry II
CHE 301	4	Analytical Chemistry I
CHE 302	4	Analytical Chemistry II
CHE 311	4	Organic Chemistry I

Select one option from the following:

MAT 140	3	Fundamental Calculus for Applications
MAT 151	4	Calculus I
MAT 145†	3	Introduction to Functions and Calculus
and MAT 146†	3	Functions and Calculus

†MAT 145 & 146 count as one option.

*Successful completion of an approved hospital program through an accredited school.*

### **Science Research Training Program**

The purpose of the Science Research Training Program is to stimulate students beyond "normal education" with hands-on practical experiences, promote real-world industrial relationships (careers), and prepare future graduate students. As faculty, students and staff, our goal is to pursue excellence (world leadership in selected research areas) and thereby stay on the cutting edge of scientific research and thought.

We encourage scholarly research and crossover interactions between various disciplines, and we promote publications in professional journals by Taylor University faculty and students. Where possible, we relate science with society and apply science and technology to various mission field needs. Research activities are carried on quietly and often on a long-range basis, but are essential to leadership and progress. During the summer months, when faculty and students can devote more time to independent research, student stipends are available for research one-on-one with a faculty member. These projects include the areas of biology, chemistry, computers, engineering, environmental science, math, and physics.

## Natural Science Courses

**NAS 170****1-4 hours****Selected Topics**

A course offered on a subject of interest but not listed as a regular course offering.

**NAS 201****3 hours****Nature of Science**

A lecture and seminar based introduction to the nature of science in three main areas: life sciences, physical sciences, and earth and space sciences. The course will examine the scientific paradigm, the nature of science, and the characteristics of good science applied in these three main areas. The course will have three laboratory projects examining the nature of science in each area. Offered fall or spring semesters. *Meets the foundational core life science, physical science, or earth science requirement.*

**NAS 220****4 hours****Natural Science Research Methods**

To introduce general science research in the fields of biology, chemistry, computer science, environmental science, mathematics, and physics/engineering. An overview of selected representative research topics, problem solving approaches, instrumentation, and analysis techniques. The lab emphasizes the use of scientific instrumentation and advanced computer software tools. *For students enrolled in CRAM. Meets any foundational core lab science requirement.*

**NAS 270****1-4 hours****Selected Topics**

A course offered on a subject of interest but not listed as a regular course offering.

**NAS 309****2 hours****Science Education Methods**

This is a junior-level science education methods course for biology, chemistry, and physics majors obtaining certification in secondary education. This course covers the philosophy of science, science educational psychology, the science standards (both national and state), science curriculum development, classroom management and assessment, laboratory management and development, and technology and professional development in the sciences. *Prerequisites: EDU 150 and 260.*

**NAS 360****1-4 hours****Independent Study**

An individualized, directed study involving a specified topic.

**NAS 370****1-4 hours****Selected Topics**

A course offered on a subject of interest but not listed as a regular course offering.

**NAS 393****1-4 hours****Practicum**

Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. *Offered primarily during summer.*

**NAS 450****1-4 hours****Directed Research**

Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.

**NAS 480****1 hour****Seminar**

A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion. *Seminar focuses on the integration of topics from contemporary science with an emphasis on recent research reports of interdisciplinary interest. Guest lecturers, faculty, and student reports serve as the method of instruction.*

**NAS 490****1-2 hours****Honors**

Individualized study or research of an advanced topic within a student's major. *Open to students with at least a 3.00 GPA in the major field.*

## Notes

# Physics and Engineering

**Chair, Professor S. Steckenrider**

**Professors R. Davis, K. Kiers**

**Assistant Professors J. Gegner, P. Krenzke, J. McClurg**

The purpose of the Physics and Engineering Department is to provide an educational experience within a Christian context that equips students with the ability to obtain knowledge and understanding about the physical world for use in research, graduate studies and careers and to positively impact society. The Physics and Engineering Department offers instruction in physics, engineering, astronomy, and physical science. Theoretical high-energy physics, high temperature solar thermochemistry, non-destructive materials evaluation, advanced engineering instrumentation, smart grid technologies, power electronics, and microelectronics provide the major research interests in the department.

Departmental majors include: Physics, Engineering, Physics Science Education, and Physics/Mathematics Education.

## Physics (BA)

The Bachelor of Arts degree with a major in Physics requires two years of one foreign language and 78-80 hours in the major. *All major courses must be completed with a grade of C- or better and are included in the major GPA.*

### Major Requirements

PHY 211	5	University Physics I
PHY 212	5	University Physics II
PHY 311	4	Modern Physics
PHY 321	3	Electricity and Magnetism
PHY 322	4	Waves and Physical Optics
PHY 330	2	Advanced Lab
PHY 341	3	Math Methods in Physics and Engineering
PHY 342	3	Analytical Mechanics
PHY 350	4	Thermodynamics and Statistical Mechanics
PHY 412	3	Quantum Mechanics
PHY 493	3	Physics Senior Capstone

### Electives

Select 8 hours from the following:

ENP 200-499	1-8	Engineering Physics Electives
MAT 245	4	Linear Algebra
PHY 201 <sup>‡</sup>	4	Introductory Astronomy
PHY 313	2	Nuclear Radiation Experimental Methods
PHY 370	1-4	Selected Topics ( <i>approved by advisor</i> )
PHY 393	2	Practicum
PHY 413	2	Quantum Mechanics II
PHY 441	3	Advanced Mathematical Methods in Physics
PHY 450	1-4	Directed Research
PHY 491	1	Preparation for the Physics GRE

### Additional Major Requirements

CHE 211	4	College Chemistry I
CHE 212	4	College Chemistry II
ENP 104	3	Introduction to Engineering and Software Tools
MAT 151	4	Calculus I
MAT 230	4	Calculus II
MAT 240	4	Calculus III
MAT 251	4	Differential Equations

Select one course from the following:

COS 120	4	Introduction to Computational Problem Solving
COS 130	3	Computational Problem Solving for Engineers

Select one course from the following:

NAS 480	1	Seminar
IAS 231H	2	Issues in Science and Religion ( <i>Honors</i> )

<sup>‡</sup>Special lab section required. Please see catalog course description for more details.

## Physics (BS)

The Bachelor of Science degree with a major in Physics requires 91-95 hours in the major. *All major courses must be completed with a grade of C- or better and are included in the major GPA.*

### Major Requirements

PHY 211	5	University Physics I
PHY 212	5	University Physics II
PHY 311	4	Modern Physics
PHY 321	3	Electricity and Magnetism
PHY 322	4	Waves and Physical Optics
PHY 330	2	Advanced Lab
PHY 341	3	Math Methods in Physics and Engineering
PHY 342	3	Analytical Mechanics
PHY 350	4	Thermodynamics and Statistical Mechanics
PHY 412	3	Quantum Mechanics
PHY 413	2	Quantum Mechanics II
PHY 441	3	Advanced Mathematical Methods in Physics
PHY 491	1	Preparation for the Physics GRE
PHY 493	3	Physics Senior Capstone

Select one course from the following:

PHY 393	2	Practicum
PHY 450	2-4	Directed Research

### Technical Electives

Select at least 9 additional hours from the following:

CHE 431	4	Physical Chemistry I
CHE 432	4	Physical Chemistry II
COS 121	4	Foundations of Computer Science
ENP 200-499	1-9	Engineering Physics Electives
MAT 310	3	Mathematical Modeling with Numerical Analysis
MAT 340	4	Advanced Calculus
MAT 352	4	Mathematical Statistics
MAT 382	3	Advanced Statistical Methods
MAT 455	3	Abstract Algebra
MAT 456	3	Advanced Algebra
MAT 461	3	Real Analysis
PHY 201 <sup>‡</sup>	4	Introductory Astronomy
PHY 300-499	1-9	Physics Electives

<sup>‡</sup>Special lab section required. Please see catalog course description for more details.

### Additional Major Requirements

CHE 211	4	College Chemistry I
CHE 212	4	College Chemistry II
ENP 104	3	Introduction to Engineering and Software Tools
MAT 151	4	Calculus I
MAT 230	4	Calculus II
MAT 240	4	Calculus III
MAT 245	4	Linear Algebra
MAT 251	4	Differential Equations

Select one course from the following:

COS 120	4	Introduction to Computational Problem Solving
COS 130	3	Computational Problem Solving for Engineers

Select one course from the following:

IAS 231H	2	Issues in Science and Religion ( <i>Honors</i> )
NAS 480	1	Seminar

## Engineering (BS)

The Bachelor of Science degree with a major in Engineering requires the completion of 104-106 hours. It is a general engineering degree which prepares students for industry practice and/or graduate study in a variety of engineering disciplines. Students select one of seven concentrations to align with individual interests and career goals. This program is accredited by the Engineering Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012; telephone (410) 347-7700. Courses may not be used to fulfill more than one major requirement: core, concentration, elective. All major courses, including those in the concentration, must be completed with a grade of C- or better and are included in the major GPA.

### Program Objectives:

1. Prepare our graduates to serve others dependably, most importantly their employer, customers, and community.
2. Prepare our graduates to practice technical competence, producing reliable engineering designs.
3. Prepare our graduates to exercise creativity in their work, fostering innovative solutions.
4. Prepare our graduates to pursue growth, both knowledge and career, thus ensuring dependability in an ever changing world.

### Engineering Core Requirements

COS 130	3	Computational Problem Solving for Engineers
ENP 104	3	Introduction to Engineering and Software Tools
ENP 231	4	Introduction to Electric Circuits
ENP 252	4	Principles of Engineering
ENP 301	3	Statics
ENP 332	4	Control Systems
ENP 351	3	Thermodynamics
ENP 352	3	Materials Science and Solid State Physics
ENP 392	3	Junior Engineering Project
ENP 393	2	Practicum
ENP 405	1	Engineering Ethics
ENP 491	1	Review of the Fundamentals of Engineering
ENP 492	2	Engineering Senior Capstone I
ENP 493	3	Engineering Senior Capstone II
ENP 494	1	Engineering Senior Capstone III

### Science and Math Core Requirements

CHE 211	4	College Chemistry I
MAT 151	4	Calculus I
MAT 230	4	Calculus II
MAT 240	4	Calculus III
MAT 251	4	Differential Equations
PHY 211	5	University Physics I
PHY 212	5	University Physics II

Select one course from the following:

PHY 341	3	Math Methods in Physics and Engineering
SUS 231	4	Environmental Science, Society, and Sustainability

Select one course from the following:

NAS 480	1	Seminar
IAS 231H	2	Issues in Science and Religion

### Additional Core Requirements

ECO 201	3	Principles of Microeconomics
IAS 330	3	Human Relations in Organizations

Select one 24-hour concentration areas: Biomedical, Chemical, Electrical, Environmental, General, Mechanical, Physics

### Biomedical

BIO 201	4	Biology I: Foundations of Cell Biology and Genetics
CHE 212	4	College Chemistry II
CHE 311	4	Organic Chemistry I
ENP 303	3	Dynamics

Select 5 additional hours from Tier A: Engineering Electives

Select 4 additional hours from Tier B: Mathematics, Science, and Engineering Electives

### Chemical

CHE 212	4	College Chemistry II
CHE 311	4	Organic Chemistry I
CHE 431	4	Physical Chemistry I - Thermodynamics
ENP 357	3	Heat Transfer

Select 5 additional hours from Tier A: Engineering Electives

Select 4 additional hours from Tier B: Mathematics, Science, and Engineering Electives

### Electrical

ENP 261	3	Digital Systems Design
ENP 321	2	Applied Electromagnetics
ENP 341	4	Microcomputer Interfacing
ENP 431	4	Advanced Electronics and Microcircuits
PHY 311	4	Modern Physics
PHY 321	3	Electricity and Magnetism

Select 4 additional hours from Tier B: Mathematics, Science, and Engineering Electives

### Environmental

CHE 212	4	College Chemistry II
ENP 355	3	Fluid Mechanics and Water Flow
ENS 241	4	Physical Geology
ENS 361	4	Geomorphology
ENS 362	4	Hydrogeology

Select 5 additional hours from Tier A: Engineering Electives

### General

Select 15 additional hours from Tier A: Engineering Electives

Select 9 additional hours from Tier B: Mathematics, Science, and Engineering Electives

### Mechanical

ENP 302	3	Strength of Materials and Machine Design
ENP 303	3	Dynamics
ENP 355	3	Fluid Mechanics and Water Flow
ENP 357	3	Heat Transfer
ENP 359	2	Mechanical Engineering Laboratory

Select 10 additional hours from Tier B: Mathematics, Science, and Engineering Electives

### Physics

PHY 311	4	Modern Physics
PHY 321	3	Electricity and Magnetism
PHY 322	4	Waves and Physical Optics
PHY 412	3	Quantum Mechanics I

Select 8 additional hours from Tier A: Engineering Electives

Select 2 additional hours from Tier B: Mathematics, Science, and Engineering Electives

### Tier A: Engineering Electives

COS 121	4	Foundations of Computer Science
ENP 261	3	Digital Systems Design
ENP 302	3	Strength of Materials and Machine Design
ENP 303	3	Dynamics
ENP 321	2	Applied Electromagnetics
ENP 341	4	Microcomputer Interfacing
ENP 355	3	Fluid Mechanics and Water Flow
ENP 357	3	Heat Transfer
ENP 359	2	Mechanical Engineering Laboratory
ENP 394	1-4	Advanced Engineering Project
ENP 431	4	Advanced Electronics and Microcircuits

### Tier B: Mathematics, Science, and Engineering Electives

BIO 201	4	Biology I: Foundations of Cell Biology and Genetics
BIO 203	4	Principles of Genetics
BIO 244	4	Human Anatomy and Physiology I
BIO 245	4	Human Anatomy and Physiology II
CHE 212	4	College Chemistry II
COS 121	4	Foundations of Computer Science
COS 230	3	Missions Technology
ENS 241	4	Physical Geology
MAT 245	4	Linear Algebra
BIO ____	1-10	Any 300/400 electives not used in major
CHE ____	1-10	Any 300/400 electives not used in major
COS ____	1-10	Any 300/400 electives not used in major
ENP ____	1-10	Any 300/400 electives not used in major
ENS ____	1-10	Any 300/400 electives not used in major
MAT ____	1-10	Any 300/400 electives not used in major
PHY ____	1-10	Any 300/400 electives not used in major
SYS ____	1-10	Any 300/400 electives not used in major



## Computer Engineering

Computer Engineering is an interdisciplinary major offered jointly by the Physics and Engineering and the Computer Science and Engineering Departments. For program details, refer to **Computer Engineering** on page 144.

## Physics/Mathematics Education (BS)

The Bachelor of Science degree with a major in Physics/Mathematics Education requires 61 hours in addition to education courses. All major courses, including education curriculum courses, must be completed with a grade of C- or better and are included in the major GPA.

### Physics Core

COS 120	4	Introduction to Computational Problem Solving
ENP 231	4	Introduction to Electric Circuits
IAS 231H	2	Issues in Science and Religion (Honors)
PHY 211	4	University Physics I
PHY 212	5	University Physics II
PHY 311	4	Modern Physics

Select one course from the following:

PHY 493	3	Physics Senior Capstone
MAT 493	3	Mathematics Senior Capstone

### Mathematics Core

MAT 151	4	Calculus I
MAT 230	4	Calculus II
MAT 240	4	Calculus III
MAT 245	4	Linear Algebra
MAT 251	4	Differential Equations
MAT 280	3	Mathematics in the Junior High/Middle School
MAT 312	4	College Geometry
MAT 352	4	Mathematical Statistics

### Electives

Select 4 hours of electives from the following:

ENP 252	4	Principles of Engineering
ENP 300-/400-level courses		
PHY 300-/400-level courses		

### Professional Education

EDU 150	3	Education in America
EDU 222	3	Reading in the Content Area for Secondary Teachers
EDU 260	3	Educational Psychology
EDU 307	2	Discipline and Classroom Management for Secondary Teachers
EDU 309	1	Teaching in Secondary, Junior High/Middle Schools— Special Methods
EDU 328	2	Assessment for Student Learning
EDU 332	2	The Junior High/Middle School
EDU 344	1	Educational Technology in Secondary Education
EDU 431	15	Supervised Internship in Secondary Schools
SED 220	3	Exceptional Children

Select one course from the following:

NAS 309	2	Science Education Methods
MAT 309	2	Teaching Math in Secondary Schools

### Additional Education Requirements

CAS 110	3	Public Speaking
PSY 340	3	Adolescent Psychology

## Physics Science Education (BS)

The Bachelor of Science degree with a major in Physics requires 56 hours in addition to education courses. All major courses, including education curriculum courses, must be completed with a grade of C- or better and are included in the major GPA.

### Major Requirements

COS 120	4	Introduction to Computational Problem Solving
ENP 231	4	Introduction to Electric Circuits
IAS 231H	2	Issues in Science and Religion (Honors)
CHE 211	4	College Chemistry I

### Additional Major Requirements

MAT 151	4	Calculus I
MAT 230	4	Calculus II
MAT 240	4	Calculus III
PHY 211	4	University Physics I
PHY 212	5	University Physics II
PHY 311	4	Modern Physics
PHY 330	2	Advanced Lab
PHY 493	3	Physics Senior Capstone

### Electives

Select 12 hours of electives from the following:

ENP 252	4	Principles of Engineering
ENP 300-/400-level courses		
PHY 300-/400-level courses		

### Professional Education

EDU 150	3	Education in America
EDU 222	2	Reading in the Content Area for Secondary Teachers
EDU 260	3	Educational Psychology
EDU 307	2	Discipline and Classroom Management for Secondary Teachers
EDU 309	1	Teaching in Secondary, Junior High/Middle Schools— Special Methods
EDU 328	2	Assessment for Student Learning
EDU 332	2	The Junior High/Middle School
EDU 344	1	Educational Technology in Secondary Education
EDU 384	1	Perspectives on Diversity
EDU 431	15	Supervised Internship in Secondary Schools
NAS 309	2	Science Education Methods
SED 220	3	Exceptional Children

### Additional Education Requirements

CAS 110	3	Public Speaking
PSY 340	3	Adolescent Psychology

## Physics Minor

A minor in Physics consists of 20 hours. This minor may not be awarded with a major from within the department. All minor courses must be completed with a grade of C- or better and are included in the minor GPA.

### Minor Requirements

PHY 211	4-5	University Physics I
PHY 212	5	University Physics II

### Electives

Select enough elective credit hours of upper-division (300- or 400-level) physics and engineering courses to reach 20 credit hours. ENP 231 and 252 may also meet elective hours.

## Physics Courses

**PHY 120** 4 hours  
**Renewable Energy Principles**  
 Intended for non-science majors. The continuum of energy use drives society to consider renewable and sustainable resource models based on physical principles, chemistry, and Earth science while connecting to theology and the "big picture" of the universe. *Three hours of lecture and two hours of lab (focusing on renewable energy) each week. Meets foundational core physical science requirements.*

**PHY 170** 1-4 hours  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**PHY 201** 3-4 hours  
**Introductory Astronomy**  
 A descriptive course about the solar system, stars and stellar evolution, and galaxies and the universe. Recent findings of space exploration and radio astronomy are included. Telescopes are provided for viewing sessions. Two or three hours of lecture and two hours of lab. *Physics majors wishing to take PHY 201 for elective credit must take the "majors-only" lab section that is offered intermittently. Students interested in this option should consult with the department chair to determine availability of this special lab section. Students taking PHY 201 for elective credit should also check to ensure that they maintain the required minimum number of upper-division credit hours. Meets foundational core earth science requirement.*

**PHY 203** 4 hours  
**General Physics I**  
 A study of mechanics, thermodynamics, waves and sound, electricity, magnetism, and optics. Assumes mathematics at the algebra-trigonometry level. For majors that do not require a calculus-based treatment of physics. *Meets foundational core physical science requirement. Three hours of lecture and two hours of lab. Offered annually.*

**PHY 204** 4 hours  
**General Physics II**  
 See PHY 203.

**PHY 211** 4-5 hours  
**University Physics I**  
 A calculus-based study of mechanics, waves and sound, electricity and magnetism, optics, fluids, and the structure of matter. The 4 hour course consists of four hours of lecture (for three-quarters of the term) and two hours of lab (for the entire term). The five-hour version also incorporates the study of thermodynamics and consists of four hours of lectures and two hours of lab. *Meets foundational core physical science requirement. Corequisite: MAT 146 or 151. Offered annually.*

**PHY 212** 5 hours  
**University Physics II**  
*Four hours of lecture and two hours of lab. See PHY 211. Prerequisite: PHY 211. Corequisite: MAT 230.*

**PHY 270** 1-4 hours  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**PHY 311** 4 hours  
**Modern Physics**  
 An introduction to modern physics, including special relativity, quantum effects of radiation and particles, atomic structure, and elementary particles. *Three hours of lecture and two hours of lab per week. Prerequisites: PHY 211 and 212. Offered fall semester.*

**PHY 313** 2 hours  
**Nuclear Radiation Experimental Methods**  
 A study of nuclear radiation and detection and experimental methods of measuring nuclear radiation. *One hour of lecture and two hours of lab per week. Prerequisites: PHY 211 and 212. Offered intermittently.*

**PHY 321** 3 hours  
**Electricity and Magnetism**  
 The vector field approach to electromagnetic theory. Includes electrostatics, magnetostatics, induction, dielectric and magnetic materials, and Maxwell's equations. *Co-requisites: MAT 251 and PHY 341. Prerequisites: PHY 211, 212. Offered fall semester of even years.*

**PHY 322** 4 hours  
**Waves and Physical Optics**  
 Applications of Maxwell's equations, including electromagnetic waves, wave guides, diffraction, and Fourier optics. *Three hours of lecture and three hours of lab per week. Prerequisites: PHY 211, 212, and 321. Offered spring semester of odd years.*

**PHY 330** 1-2 hours  
**Advanced Lab**  
 Students complete an open-ended project, laboratory experiment or research project. The individual project depends on student and faculty interests. Specific learning outcomes vary depending on faculty, student and project selected. *Prerequisites: ENP 252 or 301 or PHY 311 and junior classification. Offered as needed for physics and engineering physics majors.*

**PHY 341** 3 hours  
**Math Methods in Physics and Engineering**  
 An application of analytical and computational methods to various mathematical topics, including linear algebra, matrices, eigenequations, vector field theory, partial differential equations, Fourier series and transforms, orthogonal functions, and complex analysis. Use of a computer application such as MATLAB is required. *Prerequisite: PHY 212. Corequisite: MAT 251. Offered spring semesters.*

**PHY 342** 3 hours  
**Analytical Mechanics**  
 A formal treatment of mechanics covering harmonic motion, the translation and rotation of rigid bodies, noninertial reference frames, and gravitation. The course concludes with the Hamiltonian and Lagrangian formulations of mechanics. *Prerequisites: PHY 211, 212, 341. Offered spring semester of even years.*

**PHY 350** 4 hours  
**Thermodynamics and Statistical Mechanics**  
 Develops thermal physics and statistical mechanics, with application to solid state physics. In the thermal physics portion of the course, the three laws of thermodynamics are developed and applied to problems. In the statistical mechanics portion, the development of the partition function is accomplished through the microcanonical formalism. The partition function is then applied to various problems, such as: Bose-Einstein and Fermi-Dirac statistics, Bose-Einstein condensation, blackbody radiation, and the behavior of electrons and phonons in solid materials. *Prerequisite: PHY 341.*

**PHY 360** 1-4 hours  
**Independent Study**  
 An individualized, directed study involving a specified topic.

**PHY 370** 1-4 hours  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**PHY 393** 1-4 hours  
**Practicum**  
 Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. *Offered primarily during summer.*

**PHY 412** 3 hours  
**Quantum Mechanics**  
 A quantum mechanical treatment of the free particle, harmonic oscillator and hydrogen atom. Includes creation and annihilation operators and an introduction to angular momentum. *Prerequisites: PHY 211, 212, 311 and 341. Offered spring semester of odd years.*

**PHY 413** 2 hours  
**Quantum Mechanics II**  
 An in-depth treatment of several advanced topics in quantum mechanics. Topics covered include spin, angular momentum, three-dimensional problems, matrix mechanics, the density matrix, and perturbation theory. *Prerequisite: PHY 412. Offered fall semester of odd years.*

**PHY 441** 3 hours  
**Advanced Mathematical Methods in Physics**  
 Application of analytical and computational methods to various advanced mathematical topics in physics, such as: group theory, complex analysis, partial differential equations, Green's functions, the Gamma function, Bessel functions, Legendre functions, and Fourier analysis. *Prerequisite: PHY 341. Offered fall of even years.*

**PHY 450** 1-4 hours  
**Directed Research**  
 Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.

**PHY 480** 1-4 hours  
**Seminar**  
 A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.

**PHY 490** **1-2 hours**  
**Honors**  
 Individualized study or research of an advanced topic within a student's major. Open to students with at least a 3.00 GPA in the major field.

**PHY 491** **1 hour**  
**Preparation for the Physics GRE**  
 A review of topics covered in the undergraduate physics curriculum. The purpose of the course is to help students prepare for the GRE Subject Test in Physics. Topics reviewed include: Classical Mechanics (including the Lagrangian formalism), Modern Physics (including Quantum Mechanics and Special Relativity), Electricity and Magnetism, Optics, Thermodynamics, and Electronics. *Prerequisite: junior or senior status.*

**PHY 493** **3 hours**  
**Physics Senior Capstone**  
 A capstone course in which each senior's technical, analytical, and laboratory skills, along with coursework knowledge, are applied to an intensive physics or engineering project. Three weeks are devoted to the completion of the project, and the remainder of the term is spent off-campus, strengthening interpersonal relationships, integrating faith and learning, and examining topics critical to post-baccalaureate life. *Prerequisite: Senior status.*

## Engineering Physics Courses

**ENP 104** **3 hours**  
**Introduction to Engineering and Software Tools**  
 This course introduces the students to the engineering discipline, providing a hands-on overview of the tools they will acquire and use over the course of their major. These tools include process and methodology tools, analytical tools, software tools, and hardware tools. A goal of the course is to provide the students with a framework for their engineering studies along with a practical 'hands-on' example of what engineering might "look like." This framework should help the student better understand the role, need, and benefit of each successive course in their major. A group hardware project will be carried out as part of the course, helping to engage the students' learning and interest, and re-enforcing the concepts taught in class. Offered January interterm. *Prerequisite: PHY 211.*

**ENP 170** **1-4 hours**  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**ENP 231** **4 hours**  
**Introduction to Electric Circuits**  
 First course in electric circuits, where DC, time-dependent, and AC circuits are each introduced. Network analysis, network reduction techniques, time-domain solutions to simple 1st and 2nd order circuits, and steady-state analysis of sinusoidally excited circuits are each developed. Weekly lab introduces breadboarding, debugging, and testing of basic electric and electronic circuits using common test equipment. An introduction and use of basic electronic devices such as op-amps, the Shockley diode and BJT or MOSFET transistors is also included. An emphasis is placed on SPICE circuit simulation throughout the semester. A course project introduces students to ECAD software, where they create, build, and test a custom printed circuit board (PCB) circuit. *Prerequisites: PHY 212 and ENP 104, or permission of instructor. Offered fall semester.*

**ENP 252** **4 hours**  
**Principles of Engineering**  
 The course focuses on the mathematical modeling and analysis of lumped-element physical systems—translational and rotational mechanical systems, electrical systems, heat transfer systems, and fluid systems. Unifying concepts of flow, effort, and impedance are emphasized, along with the use of transfer function descriptions, frequency domain analysis, and Laplace Transform analysis. Labs focus on modeling and simulation, design of experiments, directed design process, and software skill development, including MATLAB and Simulink. *Prerequisite: ENP 231. Corequisite: MAT 251. Offered spring semester.*

**ENP 261** **3 hours**  
**Digital Systems Design**  
 Digital Systems are explored, including combinational (e.g., multiplexors and decoders) and sequential (e.g., flip-flops and registers) logic. Circuit minimization techniques such as boolean algebra and Karnaugh maps are examined. Mealy and Moore finite state machines will be developed to model systems. Designs will culminate in projects that simulate circuits with a hardware description language and then synthesized on an FPGA. *Offered spring semester of even years.*

**ENP 270** **1-4 hours**  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**ENP 301** **3 hours**  
**Statics**  
 This course is a one-semester introduction to the statics of particles and rigid bodies. Topics include: forces, moments, equilibrium, and structures in equilibrium. Course makes applications to engineering and uses software tools for engineering mechanics. *Prerequisites: PHY 211 and MAT 230. Offered fall semester.*

**ENP 302** **3 hours**  
**Strength of Materials and Machine Design**  
 Course investigates the fundamentals of strength of materials and machine design. The strength of materials section covers stress—strain relationships, axial loading, torsion, beam loading, and linear buckling. The machine design portion applies the fundamental knowledge of statics, dynamics and strength of materials to mechanical components and integration of components into systems. *Prerequisite: ENP 301. Offered spring semester of even years.*

**ENP 303** **3 hours**  
**Dynamics**  
 This course covers the basic principles of dynamic mechanical systems, as derived from Newtonian mechanics. The main topics covered include kinematics of particles, kinetics of particles (using both force and energy/momentum methods), kinetics of systems of particles, kinematics of rigid bodies, and 2-D kinetics (plane motion) of rigid bodies (using both force and energy/momentum methods). *Prerequisite: ENP 301. Offered spring semester of odd years.*

**ENP 321** **2 hours**  
**Applied Electromagnetics**  
 The course considers the application and technology of electromagnetic field theory to computing and communications systems. Topics may include wave propagation, transmission lines, fiber optics, high frequency communication networks, antennas, and satellite communications. *Prerequisites: ENP 252, MAT 251, and ENP 231. Offered spring semester of odd years.*

**ENP 332** **4 hours**  
**Control Systems**  
 This is an introductory course in Signals, Systems and Controls. A selection of topics is chosen from a conventional two-course sequence of "Signals and Systems" and "Automatic Control". Mathematical tools for studying linear time invariant (LTI) continuous time systems are developed. These include describing and analyzing LTI systems according to their 1) differential equation, 2) impulse response, 3) state-space representation, and 4) frequency response representation. Transform methods including Fourier series, Fourier Transform, and Laplace Transform are also developed as needed. The Controls portion of the course includes time-domain transient response, steady-state response, and stability tests. Frequency domain analysis such as root-locus and Nyquist stability are also introduced. *Prerequisites: ENP 252 and MAT 251. Offered spring semester of odd years.*

**ENP 341** **4 hours**  
**Microcomputer Interfacing**  
 Course develops the student's ability to design, build and test embedded systems. Hardware architecture and software programming of microcontrollers and other embedded system devices are studied. Operation and use of LCDs, A to D and D to A converters, keypads and other interface devices are investigated. Serial communication through I2C, OneWire, USB and RS232 are used. In addition, networking and RF techniques and protocols are studied. *Prerequisite: ENP 231 or permission of instructor. Offered fall semester of even years.*

**ENP 345** **3 hours**  
**Fundamentals of Space Systems**  
 Course is an introduction to space systems, the atmosphere, and astronomy. Course includes study and lab experiments coupled to the atmospheric and space environments, atmospheric and space sensors, orbits, nanosatellites, remote sensing, and penetrating nuclear radiation. Two hours lecture and two hours of lab. *Meets foundational core earth science requirement. Prerequisite: PHY 212. Offered as needed.*

**ENP 351** **3 hours**  
**Thermodynamics**  
 Course develops engineering thermodynamics including use of the first and second law, phase diagrams, properties, heat transfer, second law consequences, power and refrigeration cycles as well as other selected topics. *Prerequisites: MAT 251, PHY 212, and ENP 252. Offered spring semester of even years.*

**ENP 352** **3 hours**  
**Materials Science and Solid State Physics**  
 The structure, processing, and properties of engineering materials are studied, with an emphasis on metallic systems. This includes: crystal structure, defects, diffusion, phase transformations, deformation mechanisms, strength, and fracture toughness. Also covered are material selection, linear elastic fracture mechanics, and dislocation theory. Course contains a significant research component. *Prerequisite:* ENP 252. *Offered fall semester of odd years.*

**ENP 355** **3 hours**  
**Fluid Mechanics and Water Flow**  
 An introduction to the basic properties of fluids in motion. Topics include: Differential fluid equations, streamlines, continuity, energy and linear angular momentum, incompressible viscous flow, potential flow, Navier-Stokes equations, open channel flow, pipe flow, laminar and turbulent boundary layers. *Prerequisite:* ENP 252. *Corequisite:* MAT 251. *Offered fall semester of even years.*

**ENP 357** **3 hours**  
**Heat Transfer**  
 Course investigates the fundamentals of heat transfer and applies those fundamentals to engineering applications. Topics covered include modeling of conduction, convection, radiation, and mixed mode heat transfer problems. Course covers both steady state and transient response and make applications to satellite thermal control and cooling of electrical devices. *Prerequisite:* ENP 252. *Offered fall semester of odd years.*

**ENP 359** **2 hours**  
**Mechanical Engineering Laboratory**  
 In this course, laboratory experiments reinforce key concepts encountered in mechanical engineering. Topics include materials science, fluid mechanics, thermodynamics, heat transfer, dynamics, and mechanics of materials. Students actively participate in the configuration of sensors and build data acquisition programs as they develop familiarity with various aspects of experimental measurements. Laboratory exercises include elements of data analysis, assessment of experimental uncertainty, and technical writing. *Prerequisite:* ENP 252. *Offered fall semester of even years.*

**ENP 360** **1-4 hours**  
**Independent Study**  
 An individualized, directed study involving a specified topic.

**ENP 370** **1-4 hours**  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**ENP 392** **2-4 hours**  
**Junior Engineering Project**  
 In the context of completing an engineering project, students learn and practice: elements of the design process, the ability to be innovative and think creatively, the ability to acquire new knowledge and skills, the ability to solve engineering problems, the application of analytical and software tools to engineering problems, and the ability to communicate effectively. Focus on the "thoughtful design process" is particularly emphasized. *Prerequisite:* ENP 252. *Offered spring semesters.*

**ENP 393** **1-4 hours**  
**Practicum**  
 Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. *Practicum must involve a significant engineering work experience and preference is given to an experience away from the Taylor campus. Offered primarily during summer. Prerequisite:* ENP 252 and junior or senior status.

**ENP 394** **1-4 hours**  
**Advanced Engineering Project**  
 Students complete an open-ended project, laboratory experiment or research project. The individual project depends on student and faculty interest. Many projects are externally funded. Specific learning outcomes vary depending on faculty, student, and project selected. *Prerequisite:* ENP 252.

**ENP 405** **1 hour**  
**Engineering Ethics**  
 Course introduces students to the ethical requirements of the engineering profession and the ethical issues associated with living in a technological intense digital society. Through the course, students should: appreciate the ethical use of computers and dangers of computer misuses, have knowledge of professional codes of ethics, be aware of the impact of technology on society, have an appreciation for the needs of society and how engineering can meet those needs, and begin developing an understanding of how their Christian faith integrates with their engineering practice.

**ENP 431** **4 hours**  
**Advanced Electronics and Microcircuits**  
 Modeling and analysis of basic electronic devices—primarily diodes and transistors. Applications are made to various analog and digital circuits, including single and multi-stage amplifiers. *Prerequisites:* ENP 231 and ENP 252. *Offered fall semester of odd years.*

**ENP 450** **1-4 hours**  
**Directed Research**  
 Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.

**ENP 480** **1-4 hours**  
**Seminar**  
 A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.

**ENP 490** **1-2 hours**  
**Honors**  
 Individualized study or research of an advanced topic within a student's major. Open to students with at least a 3.00 GPA in the major field.

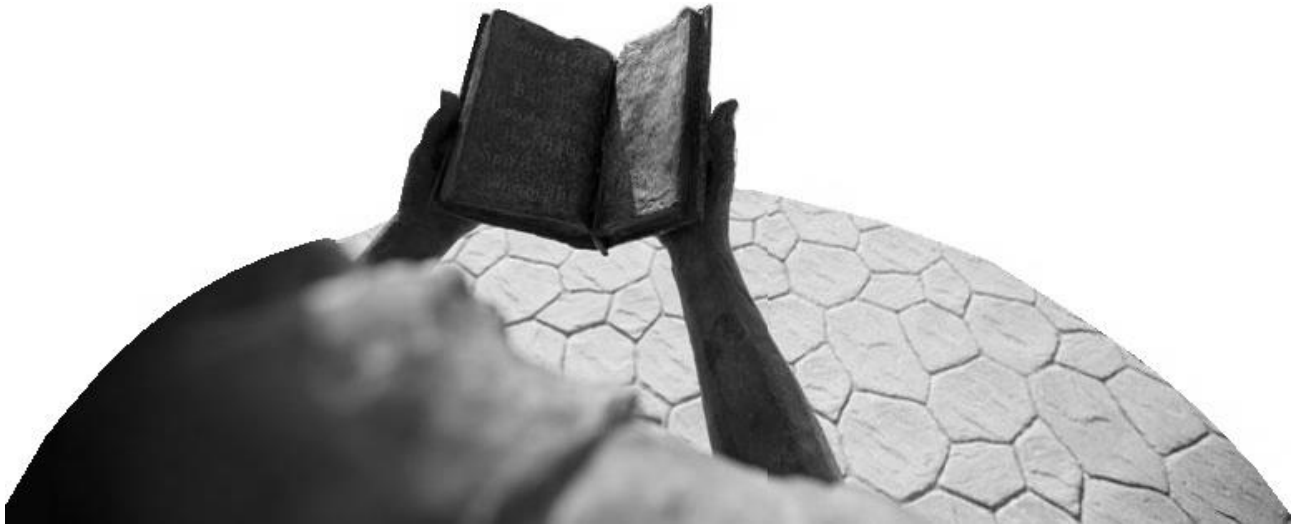
**ENP 491** **1 hour**  
**Review of the Fundamentals of Engineering**  
 Course reviews the fundamentals of engineering and prepares students to enter the engineering profession. Depending on students' incoming ability, the course will review subjects from chemistry, computers, dynamics, electric circuits, engineering economics, ethics, fluid mechanics, materials science, mathematics, mechanics of materials, statics and thermodynamics. *Prerequisite:* Senior status. *Offered spring semester.*

**ENP 492** **2 hours**  
**Engineering Senior Capstone I**  
 Course is the first of a three-course culminating experience which prepares students for engineering practice through a major design experience based on the knowledge and skills acquired in earlier course work and incorporating engineering standards and realistic constraints that include most of the following considerations: economic, environmental, sustainability, manufacturability, ethical, health and safety, social and political. *Prerequisites:* Senior status. *Offered fall semester.*

**ENP 493** **3 hours**  
**Engineering Senior Capstone II**  
 Course is the second of a three-course culminating experience which prepares students for engineering practice through a major design experience based on the knowledge and skills acquired in earlier course work and incorporating engineering standards and realistic constraints that include most of the following considerations: economic, environmental, sustainability, manufacturability, ethical, health and safety, social and political. Course also prepares students to serve God and humanity through active service to their family, church, employer and global community. *Prerequisite:* ENP 492. *Offered January interterm.*

**ENP 494** **1 hour**  
**Engineering Senior Capstone III**  
 Course is the third of a three-course culminating experience which prepares students for engineering practice through a major design experience based on the knowledge and skills acquired in earlier course work and incorporating engineering standards and realistic constraints that include most of the following considerations: economic, environmental, sustainability, manufacturability, ethical, health and safety, social and political. Course focuses mainly on documenting and presenting work completed in the first two courses of the capstone experience. *Prerequisite:* ENP 493. *Offered spring semester.*

## Notes



# **SCHOOL OF SOCIAL SCIENCES, EDUCATION, AND BUSINESS**

*RHODA C. SOMMERS, PHD, DEAN*

**BUSINESS**

**EDUCATION**

**ENGLISH LANGUAGE TEACHING**

**PSYCHOLOGY**

**SOCIAL WORK**

**SOCIOLOGY**

## Notes

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# Business

**Chair, Associate Professor J. Hirschy**  
**Professors S. Adams, H. Mitchell, J. Sherlock**  
**Associate Professors J. Little, D. Poucher**  
**Assistant Professor E. Hernández**

In support of the University's mission, the Taylor University Business Department prepares students to engage in a life of servant leadership characterized by lifelong learning, innovation, excellence, and ethics in organizations around the world.

As an expression of Taylor's multi-dimensional education philosophy, the department offers majors in Accounting, Finance, Management, and Marketing. Minors are available in Accounting, Economics, Entrepreneurship, Finance, Management, and Marketing.

All business curriculum courses combine theory, principles, techniques, and practical applications to enhance graduates' employment opportunities and serve as a solid groundwork for graduate studies. The relevance of Christian faith through current, real-world situations is emphasized in classes, field trips, and expert Christian guest lecturers. Team development and business projects are available in selected business courses; a practicum experience is required of all business school students. Development of communication skills, both written and oral, is emphasized. Many classes give attention to problem solving and quantitative analysis.

In the summer following a student's junior year, a practicum/internship for four credit hours is required of all majors.

Graduation requirements in the majors include passing all courses within the major with grades of C- or better. Any major course with a grade below C- must be repeated before subsequent sequential courses may be taken. All major courses (including electives) must be passed with a grade of C- or better. Seniors must pass a senior comprehensive examination in their major.

The Business Department is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

## Accounting

The Accounting major is designed to prepare students for accounting and financial careers in public accounting, business, government, education and nonprofit organizations. The program presents accounting theory and practice, current developments and ethical considerations discussed in a Christian context. Students are taught how to develop, analyze and interpret financial plans and results and to provide management information in the most useful manner. Guided by faculty advisors, students may pursue programs leading toward certification in public accounting or management accounting. Most states require completion of 150 credit hours before taking the CPA examination.

### Accounting (BA)

The Bachelor of Arts degree with a major in Accounting requires two years of one foreign language and 66-70 major hours. *All major courses must be completed with a grade of C- or better and are included in the major GPA.*

#### Business Core Requirements

ACC 241	3	Accounting Principles I
ACC 242	3	Accounting Principles II
ECO 201	3	Principles of Microeconomics
ECO 202	3	Principles of Macroeconomics
FIN 361	3	Corporate Finance
MGT 201	3	Introduction to Business
MGT 311	3	Business Law
MGT 352	3	Management Analysis and Practice
ACC 393	4	Practicum
MGT 452	3	Strategic Management
MKT 231	3	Principles of Marketing

#### Accounting Core

ACC 303	3	Cost Accounting
ACC 341	4	Intermediate Accounting I
ACC 342	4	Intermediate Accounting II
ACC 405	4	Auditing
ACC 416	4	Advanced Accounting
ACC 442	3	Federal Taxes I

#### Additional Major Requirements

MAT 210	4	Introductory Statistics
Select <u>one</u> course from the following:		
MGT 260	3	Business Systems Applications (recommended)
COS 120	4	Introduction to Computational Problem Solving

Select <u>one</u> option from the following:		
MAT 110	3	Finite Mathematics (recommended)
MAT 151	4	Calculus I
MAT 145 <sup>†</sup>	3	Introduction to Functions and Calculus
and		
MAT 146 <sup>†</sup>	3	Functions and Calculus

<sup>†</sup>MAT 145 and MAT 146 combination meets requirement.

## Accounting/Systems (BS)

The Bachelor of Science degree with a major in Accounting/Systems requires the 68-70 Accounting major hours and curriculum requirements in Systems analysis. *All major courses, including systems curriculum courses, must be completed with a grade of C- or better and are included in the major GPA.*

### Business Core Requirements

ACC 241	3	Accounting Principles I
ACC 242	3	Accounting Principles II
ACC 393	4	Practicum
ECO 201	3	Principles of Microeconomics
ECO 202	3	Principles of Macroeconomics
FIN 361	3	Corporate Finance
MGT 201	3	Introduction to Business
MGT 311	3	Business Law
MGT 352	3	Management Analysis and Practice
MGT 452	3	Strategic Management
MKT 231	3	Principles of Marketing

### Accounting Core

ACC 303	3	Cost Accounting
ACC 341	4	Intermediate Accounting I
ACC 342	4	Intermediate Accounting II
ACC 405	4	Auditing
ACC 416	4	Advanced Accounting
ACC 442	3	Federal Taxes I

### Additional Major Requirements

MAT 210	4	Introductory Statistics
COS 120	4	Introduction to Computational Problem Solving

Select one option from the following:

MAT 151	4	Calculus I
MAT 145 <sup>i</sup>	3	Introduction to Functions and Calculus
and		
MAT 146 <sup>i</sup>	3	Functions and Calculus

<sup>i</sup>MAT 145 and MAT 146 combination meets requirement.

### Systems Curriculum Requirements

COS 120	4	Introduction to Computational Problem Solving
MAT 151	4	Calculus I
SYS 101	3	Introduction to Systems
SYS 390	3	Information Systems Analysis
SYS 392	1	Systems Seminar
SYS 394	3	Information Systems Design
SYS 403	3	Operations Management

Select one course from the following:

COS 121	4	Foundations of Computer Science
COS 143	3	Interactive Webpage Design

Select one course from the following:

MAT 210	4	Introductory Statistics
MAT 352	4	Mathematical Statistics

Select one course from the following:

SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

Select one course from the following:

ACC 393	3-4	Practicum
SYS 393	3-4	Practicum

### Systems Electives

Select at least 3 hours of electives, in addition to those required in the major or systems:

MAT 382	3	Advanced Statistical Methods
SYS 214	3	Principles of Human Computer Interaction
SYS 310	3	E-Commerce
SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

\*Courses in both areas may count only once.

## Accounting (BS)

The Bachelor of Science degree with a major in Accounting requires 80-84 major hours. *All major courses must be completed with a grade of C- or better and are included in the major GPA.*

### Business Core Requirements

ACC 241	3	Accounting Principles I
ACC 242	3	Accounting Principles II
ECO 201	3	Principles of Microeconomics
ECO 202	3	Principles of Macroeconomics
FIN 361	3	Corporate Finance
MGT 201	3	Introduction to Business
MGT 311	3	Business Law
MGT 352	3	Management Analysis and Practice
MGT 452	3	Strategic Management
MKT 231	3	Principles of Marketing

Select one option from the following:

ACC 393	4	Practicum
ACC 394	9	Extended Internship

### Accounting Core

ACC 303	3	Cost Accounting
ACC 308	3	Integrated Accounting Systems
ACC 341	4	Intermediate Accounting I
ACC 342	4	Intermediate Accounting II
ACC 405	4	Auditing
ACC 416	4	Advanced Accounting
ACC 442	3	Federal Taxes I

Select 6 hours (3 hours if taking ACC 394) from the following:

ACC 353	3	Fraud Examination
ACC 370	3	Selected Topics (approved of advisor)
ACC 381	3	Governmental and Non-profit Accounting
ACC 443	3	Federal Taxes 2
ACC 475	6	CPA Topics and Certification
FIN 430	3	Investments

### Additional Major Requirements

MAT 210	4	Introductory Statistics
MGT 260	3	Business Systems Applications
COS 120	4	Introduction to Computational Problem Solving

Select one option from the following:

MAT 151	4	Calculus I
MAT 145 <sup>i</sup>	3	Introduction to Functions and Calculus
and		
MAT 146 <sup>i</sup>	3	Functions and Calculus

<sup>i</sup>MAT 145 and MAT 146 combination meets requirement.

## Accounting Minor

The Accounting minor recognizes attainment of a sound, working knowledge of accounting in addition to another major field of study and requires 23-24 hours. *All minor courses must be completed with a grade of C- or better and are included in the minor GPA.*

### Minor Requirements

ACC 241	3	Accounting Principles I
ACC 242	3	Accounting Principles II
ACC 303	3	Cost Accounting
ACC 341	4	Intermediate Accounting I
ACC 342	4	Intermediate Accounting II
ACC 442	3	Federal Taxes I

Select one course from the following:

ACC 370	3	Selected Topics (approved by advisor)
COS 120	4	Introduction to Computational Problem Solving
MGT 260	3	Business Systems Applications



## Finance

A degree in Finance prepares students for careers in corporate and international finance, investments and banking. Other possible career paths include insurance and money management. The curriculum focuses on the analytical, functional and technical skills necessary to enter these professional settings.

### Finance (BS)

The Bachelor of Science degree with a major in Finance requires 76-81 hours. All major courses must be completed with a grade of C- or better and are included in the major GPA.

#### Business Core Requirements

ACC 241	3	Accounting Principles I
ACC 242	3	Accounting Principles II
ECO 201	3	Principles of Microeconomics
ECO 202	3	Principles of Macroeconomics
FIN 361	3	Corporate Finance
FIN 393	4	Practicum
MGT 201	3	Introduction to Business
MGT 311	3	Business Law
MGT 352	3	Management Analysis and Practice
MGT 452	3	Strategic Management
MKT 231	3	Principles of Marketing

#### Finance Core Requirements

ECO 428	3	Money and Banking
FIN 384	3	International Finance
FIN 430	3	Investments
FIN 461	3	Advanced Financial Management

#### Finance Electives

Select four, 3-4 credit hour courses\* from:

ACC 303	3	Cost Accounting
ACC 341	4	Intermediate Accounting I
ACC 342	4	Intermediate Accounting II
ACC 442	3	Federal Taxes I
ECO 331	3	Intermediate Microeconomics
ECO 332	3	Intermediate Macroeconomics
FIN 370	3	Selected Topics (approved by advisor)
FIN 440	3	Series 7: Brokerage
FIN 450*	3	Directed Research
FIN 451*	1	Student Endowment Team: Domestic Equities
FIN 452*	1	Student Endowment Team: Global Equities
FIN 453*	1	Student Endowment Team: Fixed Income
MAT 385	3	Mathematics of Finance

\*Must total 3 credits to count as one option.

#### Additional Major Requirements

MAT 210	4	Introductory Statistics
MAT 230	4	Calculus II
MAT 382	3	Advanced Statistical Methods

Select one course from the following:

MGT 260	3	Business Systems Applications (recommended)
COS 120	4	Introduction to Computational Problem Solving

Select one option from the following:

MAT 151	4	Calculus I
MAT 145 <sup>i</sup>	3	Introduction to Functions and Calculus
and		
MAT 146 <sup>i</sup>	3	Functions and Calculus

<sup>i</sup>MAT 145 and MAT 146 combination meets requirement.

### Finance Minor

The Finance minor requires 25-27 hours. Additional prerequisite hours are required. All minor courses must be completed with a grade of C- or better and are included in the minor GPA.

#### Minor Requirements

ACC 303	3	Cost Accounting
ACC 442	3	Federal Taxes I
ECO 428	3	Money and Banking
FIN 430	3	Investments

Select one option from the following:

MAT 151	4	Calculus I
MAT 145 <sup>i</sup>	3	Introduction to Functions and Calculus
and		
MAT 146 <sup>i</sup>	3	Functions and Calculus

<sup>i</sup>MAT 145 and MAT 146 combination meets requirement.

#### Electives

Select 2 hours from:

ACC 341	4	Intermediate Accounting I
ECO 331*	3	Intermediate Microeconomics
ECO 332*	3	Intermediate Macroeconomics
FIN 370	3	Selected Topics (approved by advisor)
FIN 384	3	International Finance
FIN 440	3	Series 7: Brokerage
FIN 451	1	Student Endowment Team: Domestic Equities
FIN 452	1	Student Endowment Team: Global Equities
FIN 453	1	Student Endowment Team: Fixed Income
FIN 461	3	Advanced Financial Management

\*A maximum of 3 hours of economics may be used to meet the nine elective hours.

## Management

The Management program teaches students how to motivate people, improve decision-making processes and communicate effectively as leaders. The industry demands managers who are willing to sacrifice and serve for the greater good, attributes considered core to our management major. A degree in management prepares students for careers in human resource management, operation management, and general management in a variety of fields including sales, finance, and real estate.

### Management (BA)

The Bachelor of Arts degree with a major in Management requires two years of one foreign language and 62-67 hours in the major. All major courses must be completed with a grade of C- or better and are included in the major GPA.

#### Business Core Requirements

ACC 241	3	Accounting Principles I
ACC 242	3	Accounting Principles II
ECO 201	3	Principles of Microeconomics
ECO 202	3	Principles of Macroeconomics
FIN 361	3	Corporate Finance
MGT 201	3	Introduction to Business
MGT 311	3	Business Law
MGT 352	3	Management Analysis and Practice
MGT 393	4	Practicum
MGT 452	3	Strategic Management
MKT 231	3	Principles of Marketing

#### Management Core

ENT 422	3	New Venture Planning
MGT 362	3	Human Resource Management
MGT 462	3	Organizational Behavior and Development

#### Management Electives

Select one course from the following:

ENT 381	3	Global Entrepreneurship and Business as Missions
ITB 375	3	International Business
ITB 381	3-4	International Business Study Tour

Select two (300-/400-level) electives totaling a minimum of 6 hours from the following areas: ACC, ECO, ENT, FIN, ITB, MGT, MKT, SYS. You may choose electives from the same area.

#### Additional Major Requirements

MAT 210	4	Introductory Statistics
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Select one course from the following:

COS 120	4	Introduction to Computational Problem Solving
MGT 260	3	Business Systems Applications (recommended)

Select one option from the following:

MAT 110	3	Finite Mathematics (recommended)
MAT 151	4	Calculus I
MAT 145 <sup>i</sup>	3	Introduction to Functions and Calculus

and  
MAT 146<sup>i</sup> 3 Functions and Calculus

<sup>i</sup>MAT 145 and MAT 146 combination meets requirement.

### Management/Systems (BS)

The Bachelor of Science degree with a major in Management/Systems requires 64-67 hours and curriculum requirements in systems analysis. All major courses, including systems curriculum courses, must be completed with a grade of C- or better and are included in the major GPA.

#### Business Core Requirements

ACC 241	3	Accounting Principles I
ACC 242	3	Accounting Principles II
ECO 201	3	Principles of Microeconomics
ECO 202	3	Principles of Macroeconomics
FIN 361	3	Corporate Finance
MGT 201	3	Introduction to Business
MGT 311	3	Business Law
MGT 352	3	Management Analysis and Practice
MGT 393	4	Practicum
MGT 452	3	Strategic Management
MKT 231	3	Principles of Marketing

#### Management Core

ENT 422	3	New Venture Planning
MGT 362	3	Human Resource Management
MGT 462	3	Organizational Behavior and Development

#### Management Electives

Select one course from the following:

ENT 381	3	Global Entrepreneurship and Business as Missions
ITB 375	3	International Business
ITB 381	3-4	International Business Study Tour

Select two (300-/400-level) electives totaling a minimum of 6 hours from the following areas: ACC, ECO, ENT, FIN, ITB, MGT, MKT, SYS. You may choose from same area.

#### Additional Major Requirements

COS 120	4	Introduction to Computational Problem Solving
MAT 210	4	Introductory Statistics

Select one option from the following:

MAT 151	4	Calculus I
MAT 145 <sup>i</sup>	3	Introduction to Functions and Calculus

and

MAT 146<sup>i</sup> 3 Functions and Calculus

<sup>i</sup>MAT 145 and MAT 146 combination meets requirement.

#### Systems Curriculum Requirements

COS 120	4	Introduction to Computational Problem Solving
MAT 151	4	Calculus I
SYS 101	3	Introduction to Systems
SYS 390	3	Information Systems Analysis
SYS 392	1	Systems Seminar
SYS 394	3	Information Systems Design
SYS 403	3	Operations Management

Select one course from the following:

COS 121	4	Foundations of Computer Science
COS 143	3	Interactive Webpage Design

Select one course from the following:

MAT 210	4	Introductory Statistics
MAT 352	4	Mathematical Statistics

Select one course from the following:

SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

Select one course from the following:

MGT 393	3-4	Practicum
SYS 393	3-4	Practicum

#### Systems Electives

Select at least 3 hours of electives, in addition to those required in the major or systems:

MAT 382	3	Advanced Statistical Methods
SYS 214	3	Principles of Human Computer Interaction
SYS 310	3	E-Commerce
SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

\*Courses in both areas may count only once.

### Management Minor

The Management minor requires 24 hours. All minor courses must be completed with a grade of C- or better and are included in the minor GPA.

#### Minor Requirements

ACC 241	3	Accounting Principles I
MGT 201	3	Introduction to Business
MGT 311	3	Business Law
MGT 352	3	Management Analysis and Practice
MKT 231	3	Principles of Marketing

Select three courses from:

ENT 422	3	New Venture Planning
MGT 362	3	Human Resource Management
MGT 442	3	Business Ethics
MGT 462	3	Organizational Behavior and Development

## Marketing

An integral part of any organization, the Marketing program teaches students how to create, communicate, and deliver satisfying exchanges that have value to customers, clients, partners, and society at large. A degree in Marketing prepares students for careers in a variety of fields including advertising, brand management, customer relations, purchasing, retailing, sales, and market research.

### Marketing (BA)

The Bachelor of Arts degree with a major in Marketing requires two years of one foreign language and 62-66 hours. All major courses must be completed with a grade of C- or better and are included in the major GPA.

#### Business Core Requirements

ACC 241	3	Accounting Principles I
ACC 242	3	Accounting Principles II
ECO 201	3	Principles of Microeconomics
ECO 202	3	Principles of Macroeconomics
FIN 361	3	Corporate Finance
MGT 201	3	Introduction to Business
MGT 311	3	Business Law
MGT 352	3	Management Analysis and Practice
MGT 452	3	Strategic Management
MKT 231	3	Principles of Marketing
MKT 393	4	Practicum

#### Marketing Core

MKT 410	3	Marketing Research
MKT 445	3	Best Practices in Marketing
MKT 460	3	Consumer Behavior

#### Marketing Electives

Select three (300-/400-level) electives totaling a minimum of 9 hours from the following areas: MKT, ITB, ENT. You may choose electives from the same area.

#### Additional Major Requirements

MAT 210	4	Introductory Statistics
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Select one course from the following:

MGT 260	3	Business Systems Applications (recommended)
COS 120	4	Introduction to Computational Problem Solving

Select one option from the following:

MAT 110	3	Finite Mathematics (recommended)
MAT 151	4	Calculus I
MAT 145 <sup>i</sup>	3	Introduction to Functions and Calculus
and		
MAT 146 <sup>i</sup>	3	Functions and Calculus

<sup>i</sup>MAT 145 and MAT 146 combination meets requirement.

### Marketing/Systems (BS)

The Bachelor of Science degree with a major in Marketing/Systems requires 64-66 hours and curriculum requirements in systems analysis. All major courses, including systems curriculum courses, must be completed with a grade of C- or better and are included in the major GPA.

#### Business Core Requirements

ACC 241	3	Accounting Principles I
ACC 242	3	Accounting Principles II
ECO 201	3	Principles of Microeconomics
ECO 202	3	Principles of Macroeconomics
FIN 361	3	Corporate Finance
MGT 201	3	Introduction to Business
MGT 311	3	Business Law
MGT 352	3	Management Analysis and Practice
MGT 452	3	Strategic Management
MKT 231	3	Principles of Marketing
MKT 393	4	Practicum

#### Marketing Core

MKT 410	3	Marketing Research
MKT 445	3	Best Practices in Marketing
MKT 460	3	Consumer Behavior

#### Marketing Electives

Select three (300-/400-level) electives totaling a minimum of 9 hours from the following areas: MKT, ITB, ENT. You may choose electives from the same area.

#### Additional Major Requirements

COS 120	4	Introduction to Computational Problem Solving
MAT 210	4	Introductory Statistics

Select one option from the following:

MAT 151	4	Calculus I
MAT 145 <sup>i</sup>	3	Introduction to Functions and Calculus
and		
MAT 146 <sup>i</sup>	3	Functions and Calculus

<sup>i</sup>MAT 145 and MAT 146 combination meets requirement.

#### Systems Curriculum Requirements

COS 120	4	Introduction to Computational Problem Solving
MAT 151	4	Calculus I
MKT 393	3-4	Practicum
SYS 101	3	Introduction to Systems
SYS 390	3	Information Systems Analysis
SYS 392	1	Systems Seminar
SYS 394	3	Information Systems Design
SYS 403	3	Operations Management

Select one course from the following:

COS 121	4	Foundations of Computer Science
COS 143	3	Interactive Webpage Design

Select one course from the following:

MAT 210	4	Introductory Statistics
MAT 352	4	Mathematical Statistics

Select one course from the following:

SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

Select one course from the following:

MKT 393	3-4	Practicum
SYS 393	3-4	Practicum

#### Systems Electives

Select at least 3 hours of electives, in addition to those required in the major or systems:

MAT 382	3	Advanced Statistical Methods
SYS 214	3	Principles of Human Computer Interaction
SYS 310	3	E-Commerce
SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

\*Courses in both areas may count only once.

### Marketing Minor

The Marketing minor requires 25 hours. All minor courses must be completed with a grade of C- or better and are included in the minor GPA.

#### Minor Requirements

MAT 210	4	Introductory Statistics
MGT 201	3	Introduction to Business
MKT 231	3	Principles of Marketing
MKT 445	3	Best Practices in Marketing
MKT 460	3	Consumer Behavior

Select three courses from:

MKT 312	3	Professional Selling
MKT 313	3	Retailing and Services Marketing
MKT 380	3	International Marketing
MKT 410	3	Marketing Research
MKT 412	3	Advertising and Promotional Strategy

## Economics Minor

The Economics minor requires 18 credit hours. *All minor courses must be completed with a grade of C- or better and are included in the minor GPA.*

### Minor Requirements

ECO 201	3	Principles of Microeconomics
ECO 202	3	Principles of Macroeconomics

Select two courses from:

ECO 331	3	Intermediate Microeconomics
ECO 332	3	Intermediate Macroeconomics
ECO 333	3	History of Economic Thought

Select two additional courses from:

ECO 331	3	Intermediate Microeconomics
ECO 332	3	Intermediate Macroeconomics
ECO 333	3	History of Economic Thought
ECO 428	3	Money and Banking
ECO 442	3	Economic Development

## Entrepreneurship Minor

The Entrepreneurship minor requires 18-19 credit hours. Any combination of the following courses meeting the required credit hours will qualify for the minor. *All minor courses must be completed with a grade of C- or better and are included in the minor GPA.*

### Minor Requirements

Select at least six courses from:

ENT 340	3	Leadership and Stewardship
ENT 381	3	Global Entrepreneurship and Business as Missions
ENT 420	3	Creativity and Concept Development

ENT 422	3	New Venture Planning
MGT 201	3	Introduction to Business
___ 393*	4	Practicum (*Entrepreneurial Oriented)

## Accounting Courses

### ACC 170

1-4 hours

#### Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

### ACC 241

3 hours

#### Accounting Principles I

An introduction to the language of business. Financial transactions are analyzed, recorded, summarized and reported in a meaningful manner to management. Also studied are basic financial statements and the various accounting and internal control procedures for recording and protecting assets. *Offered fall semester.*

### ACC 242

3 hours

#### Accounting Principles II

Continuation of ACC 241. Accounting problems and procedures pertaining to partnerships and corporations are studied. Also studied are various accounting procedures and reports used by management in acquiring fixed assets, budgeting and controlling manufacturing and departmental operations, reporting financial conditions, and analyzing the results of operations. *Prerequisite: ACC 241. Offered spring semester.*

### ACC 270

1-4 hours

#### Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

### ACC 303

3 hours

#### Cost Accounting

A study of the nature of costs and their importance in manufacturing, service and not-for-profit organizations. Topics include: collection and allocation of costs to products and processes, planning, budgeting, and control reports, relevant costs, cost-volume-profit analysis, responsibility accounting and other management analyses and reports. *Prerequisite: ACC 242. Offered fall semester.*

### ACC 308

3 hours

#### Integrated Accounting Systems

Explores the use of integrated accounting software in a variety of business types through hands on use. Reinforces accounting principles and financial analysis. Emphasizes the setup and maintenance of an integrated software system. *Prerequisites: ACC 242. Offered in the spring semester of odd calendar years.*

### ACC 310

3 hours

#### Accounting Analytics

The course focuses on data analytics tools and techniques applicable to different areas of accounting. Focus is given to quantitative analysis, depicting data visually, managing large volumes of data, deriving insights for decision making, and audit exercises. Advanced hands-on skills in Microsoft Excel along with other business analytics software are developed in this course. *Prerequisite: ACC 242. Offered spring semester of even calendar years.*

### ACC 341

4 hours

#### Intermediate Accounting I

A detailed study of the theory and procedures used by accountants in recording and valuing assets and the resulting effect on profits. Emphasis is placed on current issues in accounting theory and practice in both intermediate accounting courses. *Prerequisite: ACC 242. Offered fall semester.*

### ACC 342

4 hours

#### Intermediate Accounting II

Continuation of ACC 341. A study of the theory and procedures used by accountants in recording and valuing liabilities and capital accounts. Special emphasis is placed on the preparation and interpretation of balance sheets, income statements and statements of changes in financial position. *Prerequisite: ACC 341 or permission of instructor. Offered spring semester.*

### ACC 353

3 hours

#### Fraud Examination

A study of how and why various types of frauds are committed and how they may be deterred. Topics studied include fraud prevention and detection, investigation, as well as the various types including employee, vendor, customer, management, consumer, e-commerce and investment. Recent public frauds will be investigated and analyzed. *Prerequisites: ACC 342 or permission of instructor. Offered in the spring semester of odd calendar years.*

### ACC 360

1-4 hours

#### Independent Study

An individualized, directed study involving a specified topic.

### ACC 370

1-4 hours

#### Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

### ACC 381

3 hours

#### Government and Non-profit Accounting

Introduces fund accounting and covers the theory and accounting process for state and municipal governments and non-profit organizations. *Prerequisites: ACC 342.*

### ACC 393

4 hours

#### Practicum

Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. *Prerequisites: 15 accounting hours and SYS 101 for majors pursuing a systems curriculum. Offered primarily during summer.*

### ACC 394

9 hours

#### Extended Accounting Internship

Supervised learning involving an extended first-hand experience. *Prerequisites: 15 accounting hours and SYS 101 for majors pursuing a systems curriculum. Offered primarily during spring semester.*

### ACC 405

4 hours

#### Auditing

A study of how professional auditors serve the public, stockholders and management by impartially examining the accounting records and financial statements of enterprises. Topics to be studied include: standards, ethics of the profession, internal control procedures, risk assessment and the nature of audit evidence. *Prerequisite: ACC 342 or permission of instructor. Offered fall semester.*

### ACC 416

4 hours

#### Advanced Accounting

A study of the more complex issues in accounting for partnerships, consolidated financial statements and multinational and not-for-profit enterprises. This course includes interim and financial reporting and coverage of current regulations and pronouncements pertaining to the profession. *Prerequisite: ACC 342 or permission of instructor. Offered spring semester.*

**ACC 442** **3 hours**  
**Federal Taxes I**  
 A study of the effect of federal income tax laws and regulations on individuals and businesses. This course includes discussion of current issues, tax research, tax planning and representative tax preparation software. *Prerequisite: ACC 242. Offered fall semester.*

**ACC 443** **3 hours**  
**Federal Taxes 2**  
 In depth study of taxation of entities including the tax treatment of formation and liquidation of business entities, as well as differences between book and tax income (loss). The course also includes tax treatment of C Corporations, S Corporations, partnerships, limited liability companies, and trusts and estates. The types of tax exempt organizations will be discussed. Other topics covered include tax consolidation, payroll taxes, and international topics. *Prerequisite: ACC 442. Offered spring semester of even calendar years.*

**ACC 450** **1-4 hours**  
**Directed Research**  
 Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.

**ACC 475** **6 hours**  
**CPA Topics and Certification**  
 A study of the topics tested on the Uniform Certified Public Accountant examination as published by the American Institute of Certified Public Accountants in its Content Specification Outlines. The course is designed to study these topics at a deeper level than previously introduced in previous courses, and to improve research, communication and application of these topics to business situations, demonstrating critical thinking and problem-solving skills. *Prerequisites: ACC 405, ACC 416, and ACC 442 or permission of instructor.*

**ACC 480** **1-4 hours**  
**Seminar**  
 A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.

**ACC 490** **1-2 hours**  
**Honors**  
 Individualized study or research of an advanced topic within a student's major. *Open to students with at least a 3.00 GPA in the major field.*

## Economics Courses

**ECO 170** **1-4 hours**  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**ECO 201** **3 hours**  
**Principles of Microeconomics**  
 An introduction to microeconomics emphasizing decision making by individual producers and consumers. Consequences of such decisions for efficiency of resource use and income distribution in a capitalistic economy are studied. *Meets foundational core civic engagement or general social science requirement. Prerequisite: MAT 110, 120, 140, 145, 151, 210, 352, or SOC 355. Offered fall and spring.*

**ECO 202** **3 hours**  
**Principles of Macroeconomics**  
 An introduction to macroeconomics emphasizing how the U.S. economy works. Topics studied include the factors determining the size of the national economy, inflation and unemployment and fiscal and monetary policies. *Meets foundational core civic engagement or general social science requirement. Prerequisite: ECO 201 or permission of the instructor. Offered fall and spring semesters.*

**ECO 270** **1-4 hours**  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**Note: Upper-division (300-/400-level) economics courses are offered periodically as needed. Academic advisors should be consulted for current course offerings.**

**ECO 331** **3 hours**  
**Intermediate Microeconomics**  
 Intermediate-level analysis of decision making by individuals in various types of markets. Consequences of such choices for the decision-makers, other people, and society as a whole are studied. *Prerequisites: MAT 146 or 151; and ECO 201.*

**ECO 332** **3 hours**  
**Intermediate Macroeconomics**  
 Intermediate-level analysis of factors determining GDP, unemployment, inflation and interest rates in the U.S. Both open and closed economy models are used. The model divergences and policy implications of the various macroeconomic schools are examined. *Prerequisite: ECO 202.*

**ECO 333** **3 hours**  
**History of Economic Thought**  
 A study of the ideas of the great economic thinkers and the development of various schools of economic thought, including the mercantilists, Smith, Malthus, Ricardo, Mill, Marx, Marshall, and the Neo-classical and Keynesian revolutions. The origins of the more prominent twentieth century developments and schools are examined. *Prerequisites: ECO 201 and 202.*

**ECO 360** **1-4 hours**  
**Independent Study**  
 An individualized, directed study involving a specified topic.

**ECO 370** **1-4 hours**  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**ECO 393** **4 hours**  
**Practicum**  
 Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. *Offered primarily during summer.*

**ECO 428** **3 hours**  
**Money and Banking**  
 A variety of practical banking topics are covered, including a review of the development of the banking system, attention to the corresponding evolution of money and the demand deposit system, and an overview of non-bank financial intermediaries and their role in the present economy. *Prerequisites: FIN 361, ECO 201, and ECO 202. Offered spring semester.*

**ECO 442** **3 hours**  
**Economic Development**  
 A study of the principles of economic growth of lesser-developed countries (LDCs). Historical development patterns of more-developed countries and various theories of economic growth are considered for their relevance to LDCs. Policies encouraging growth are discussed. The problems of transforming former socialistic economies into free market economies are discussed. Each student does a major research project on one particular LDC. *Prerequisite: ECO 202.*

**ECO 450** **1-4 hours**  
**Directed Research**  
 Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.

**ECO 480** **1-4 hours**  
**Seminar**  
 A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.

**ECO 490** **1-2 hours**  
**Honors**  
 Individualized study or research of an advanced topic within a student's major. *Open to students with at least a 3.00 GPA in the major field.*

## Entrepreneurship Courses

**ENT 170** 1-4 hours  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**ENT 180** 1 hour  
**Enactus: Social, Environmental, and Economic Entrepreneurship**  
 Active leadership participation in Enactus of 3 hours a week. Enrollment by application. One credit offered for each semester of participation for a maximum of six credits. Students may register to participate for 0 credit hours. Prerequisite: Sophomore standing.

**ENT 270** 1-4 hours  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**ENT 340** 3 hours  
**Leadership and Stewardship**  
 Explores the key entrepreneurial characteristics and attributes necessary to successfully innovate regardless of discipline or service activity. Students learn processes and stratagems within the context of biblical worldview to establish a culture of excellence in a variety of organizational environments. Students are exposed to stewardship principles critical to generating excellence through effective leadership, exercise innovation processes and how to leverage the entrepreneurial mindset through practical application, and appreciate their individual profile with self-assessments to create an understanding of essential entrepreneurial characteristics as well as their own entrepreneurial quotient. These truths, skills, and associations can be leveraged throughout the student's life regardless of vocation or calling.

**ENT 360** 1-4 hours  
**Independent Study**  
 An individualized, directed study involving a specified topic.

**ENT 370** 1-4 hours  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**ENT 381** 3 hours  
**Global Entrepreneurship and Business as Missions**  
 Students will travel to an international location to work with faculty mentors and nationals to deliver a program that walks participants through the stages of a small business start-up with Kingdom goals. During the semester preceding the trip, students will participate in required training sessions designed for cultural learning, and understanding of the training material. Prerequisite: Permission of the Instructor.

**ENT 393** 4 hours  
**Practicum**  
 Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. Offered primarily during summer.

**ENT 420** 3 hours  
**Creativity and Concept Development**  
 Sometimes the most difficult part of innovation is knowing where to start or the creation of an idea. As a result of this course, students acquire skills, processes, and models for enhancing the creative process and using these, develop a plausible business or ministry concept with real-world applicability. Offered fall semester.

**ENT 422** 3 hours  
**New Venture Planning**  
 Students are exposed to and learn the best practices for starting and growing new ventures (profit or non-profit). Course requirements include the development of a product or service concept and completion of a comprehensive business plan that is worthy of presentation to potential investors/contributors. Characteristics and traits of many contemporary entrepreneurs are studied. Offered fall and spring semesters.

**ENT 450** 1-4 hours  
**Directed Research**  
 Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.

**ENT 480** 3 hours  
**Seminar**  
 A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.

**ENT 490** 1-2 hours  
**Honors**  
 Individualized study or research of an advanced topic within a student's major. Open to students with at least a 3.00 GPA in the major field.

## Finance Courses

**FIN 170** 1-4 hours  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**FIN 194** 3 hours  
**Personal Finance**  
 An overview of the personal financial planning process, including such topics as investments, insurance, taxes, credit, retirement planning, and budgeting. This course provides students with an opportunity to examine and apply scripture-based principles of money management in preparation for their entry into the workplace. Not intended for business majors. Meets foundational core civic engagement or general social science requirement. Offered fall semester.

**FIN 270** 1-4 hours  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**FIN 340** 3 hours  
**Real Estate**  
 A review of real estate ownership as an investment vehicle for both individuals and institutions. Topics to be covered include valuation techniques, finance options, operations management and related tax issues. Prerequisites: ACC 242; FIN 361; MGT 311. Offered periodically.

**FIN 360** 1-4 hours  
**Independent Study**  
 An individualized, directed study involving a specified topic.

**FIN 361** 3 hours  
**Corporate Finance**  
 A study of methods used in the evaluation of financing and investment alternatives and funds management. The course integrates basic accounting with financial analytical techniques. Areas of emphasis include sources of financing, cash flow analysis, working capital management, capital budgeting, net present value, cost of capital and long-term debt and capital structures. Prerequisite: ACC 242.

**FIN 370** 1-4 hours  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**FIN 384** 3 hours  
**International Finance**  
 International Finance is concerned with firms' needs for and options of raising funds in both global and foreign money markets and capital markets, both in first and third world countries. Multinational corporations need to evaluate the advantages in borrowing in the host country relative to the home country. Both cost of capital and tax ramifications will be treated, as well as exchange rate and currency control issues of money funds internationally. Prerequisites: FIN 361; ECO 202. Offered fall semester.

**FIN 393** 4 hours  
**Practicum**  
 Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. Offered primarily during summer.

**FIN 430** 3 hours  
**Investments**  
 A course designed to give the student a basic familiarity with practical investment strategies and terminology from both an institutional and individual perspective. Discussion includes stocks, bond, commodity and option markets, as well as other investment alternatives. Heavy emphasis is given to current developments. Prerequisite: FIN 361.

**FIN 440** 3 hours  
**Series 7: Brokerage**  
 An in-depth examination of the securities industry from the perspective of the brokerage function, including the regulatory environment and legal liability issues, professional ethics, transaction settlement procedures, public/client relations and investment planning strategies. This course prepares students to complete the Qualification Examination for General Securities Registered Representative (Series 7 Exam). Prerequisites: FIN 361 and 430. Offered spring semester.

**FIN 450** **1-4 hours**  
**Directed Research**  
 Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.

**FIN 451** **1 hour**  
**Student Endowment Team: Domestic Equities**  
 An applied course in equity analysis and portfolio management. Students set objectives, strategy, and selection criteria for the Taylor Endowment Team student-managed domestic equity fund. Securities are analyzed and proposed to the team. Students also participate in the production of quarterly reports and other meetings with the University Board of Trustees. Numerous meetings are required with an open-ended class schedule. *Prerequisites: FIN 430 and permission of instructor. May be repeated for credit.*

**FIN 452** **1 hour**  
**Student Endowment Team: Global Equities**  
 An applied course in equity analysis and portfolio management. Students set objectives, strategy, and selection criteria for the Taylor Endowment Team student-managed international equity fund. Securities are analyzed and proposed to the team. Students also participate in the production of quarterly reports and other meetings with the University Board of Trustees. Numerous meetings are required with an open-ended class schedule. *Prerequisites: FIN 430 and permission of instructor. May be repeated for credit.*

**FIN 453** **1 hour**  
**Student Endowment Team: Fixed Income**  
 An applied course in fixed income analysis and portfolio management. Students set objectives, strategy, and selection criteria for the Taylor University Endowment Team student-managed fixed-income fund. Securities are analyzed and proposed to the team. Students also participate in the production of quarterly reports and other meetings with the University Board of Trustees. Numerous meetings are required with an open-ended class schedule. *Prerequisites: FIN 430 and permission of instructor. May be repeated for credit.*

**FIN 461** **3 hours**  
**Advanced Financial Management**  
 This covers the management of a firm's short and long term financial assets. This includes the evaluation of long-term investment decisions as well as short-term cash asset management decisions. Emphasis will be placed on the planning and budgeting process associated with the management of the firm's assets. *Prerequisites: FIN 361.*

**FIN 480** **1-4 hours**  
**Seminar**  
 A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.

**FIN 490** **1-2 hours**  
**Honors**  
 Individualized study or research of an advanced topic within a student's major. *Open to students with at least a 3.00 GPA in the major field.*

## International Business Courses

**ITB 375** **3 hours**  
**International Business**  
 An in-depth examination of business practices in other countries, leading to a better understanding of intercultural relationships with trading partners, investors and host countries. *Prerequisite: MKT 231. Offered fall semester.*

**ITB 381** **3-4 hours**  
**International Business Study Tour**  
 A study tour of selected international locations to focus on regional trade, economics and business topics. Issues of cultural differences, conflicts, compromises and international cooperation are examined. Throughout, the cultural dimension of international business dealings is emphasized. *Prerequisites: Sophomore standing within a business school major/minor or permission of the instructor. Offered January interterm and selected summers.*

## Management Courses

**MGT 170** **1-4 hours**  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**MGT 201** **3 hours**  
**Introduction to Business**  
 Students learn the foundational concepts of establishing and operating successful ventures in the highly competitive global economy. The business major as well as other disciplines are exposed to key business leadership principles, strategies, technologies, and disciplines used in the 21st Century enterprise through a combination of lecture, case analysis, group projects, and simulation exercises. *Offered fall and spring semesters.*

**MGT 260** **3 hours**  
**Business Systems Applications**  
 This course introduces and develops competency in various systems and technologies commonly employed in the business environment. Specific topics addressed include spreadsheet applications (formulas, functions, charts, pivot tables, formatting, customizations, and data analysis), document presentation and productivity, business presentation tools, and integrated accounting systems. *Prerequisites: COS 104 and ACC 241.*

**MGT 270** **1-4 hours**  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**MGT 311** **3 hours**  
**Business Law**  
 An overview and summary of the basic business law topics that the majority of students will encounter in their business careers and personal lives. Topics include contracts, agencies, personal property, torts, bailments, real property, leases, estates, trusts and insurance. *Prerequisite: Junior status preferred.*

**MGT 322** **3 hours**  
**Business and Missions: Philosophy and Practicality**  
 This course examines the historical, philosophical and scriptural foundations for the emerging Business as Missions movement. Students will wrestle with the practical challenges of maintaining effectiveness and spiritual vitality while balancing the competing demands of simultaneously leading business and ministry initiatives.

**MGT 352** **3 hours**  
**Management Analysis and Practice**  
 A course designed to acquaint students thoroughly with the theories, principles, and practical applications of management (planning, organizing, staffing, leading and controlling). Management principles are learned in the context of a work team developing and administering a business project. Emphasizes business presentations and written reports involving current, real-life situations. *Prerequisite: Sophomore status. Offered fall and spring semesters.*

**MGT 360** **1-4 hours**  
**Independent Study**  
 An individualized, directed study involving a specified topic.

**MGT 362** **3 hours**  
**Human Resource Management**  
 A study of the role and functions of the human resource department of an organization, with an up-to-date examination of the principles, policies and problems of labor and management. Topics include employee relations, job analysis, compensation structures, recruitment practices, training, promotion, transfer, and management-union relationships. *Prerequisite: MGT 352. Offered fall semester.*

**MGT 370** **1-4 hours**  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**MGT 393** **4 hours**  
**Practicum**  
 Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. *Offered primarily during summer.*

**MGT 442** **3 hours**  
**Business Ethics**  
 A course designed to analyze the ethical dilemmas described in case studies of managers in private and corporate businesses. Studies include philosophical foundations for Christian ethical model applications and the development of ethical dilemma resolution. Particular business ethics issues are studied that are realistic and relevant to many business professions.

**MGT 450** **1-4 hours**  
**Directed Research**  
 Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.

**MGT 452** 3 hours  
**Strategic Management**  
 An advanced course dealing with integrative issues in management, encompassing long-range and short-term objectives, planned and pursued in breadth and depth in an ever-changing environment. *Prerequisites: ECO 201; ACC 241; MGT 352; senior status or instructor permission. Offered fall and spring semesters.*

**MGT 462** 3 hours  
**Organizational Behavior and Development**  
 Organizational behavior is the study and application of knowledge about how and why people, as individuals and as groups, act within organizations. Organizational development is the systematic application of behavioral science knowledge at various levels—group, intergroup, and total organization—to bring about planned change. The goal is to describe, understand, predict, develop, and (to some degree) control human activity at work. This course will prompt the student to develop a cognitive framework for understanding organizational behavior combined with an integration of the Christian faith. Students develop a capacity to analyze organizational behavior situations critically and to give thoughtful answers to situations and case studies. *Prerequisites: MGT 352 and 362. Offered spring semester.*

**MGT 480** 1-4 hours  
**Seminar**  
 A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.

**MGT 490** 1-2 hours  
**Honors**  
 Individualized study or research of an advanced topic within a student's major. *Open to students with at least a 3.00 GPA in the major field.*

## Marketing Courses

**MKT 170** 1-4 hours  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**MKT 231** 3 hours  
**Principles of Marketing**  
 A study of the many facets involved in the field of marketing. Emphasis is given to both the modern marketing system in today's international economy and to the marketing strategies of an organization. Topics include types of markets, market segmentation methods, research methods, product and service strategies, product planning, new product development, distribution channels, sales, advertising and pricing. Special emphasis is given to applications in international service and nonprofit disciplines.

**MKT 270** 1-4 hours  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**MKT 312** 3 hours  
**Professional Selling**  
 A study of the discipline of the sales professional, including both sales strategies and sales management. Primary emphasis is given to business and industry sales applications. Topics include sales training, sales preparation, prospecting methods, types of presentations, handling buyer questions, closing methods, post-sales service, and sales management. Course applications include the development and presentation of actual sales demonstrations in class. *Prerequisite: MKT 231. Offered fall semester.*

**MKT 313** 3 hours  
**Retailing and Services Marketing**  
 A study of the creative and challenging field of retailing and service marketing, this course takes both a practical and conceptual approach. Topics include problems commonly encountered in service business including service quality, service guarantees, internal marketing, and assessing satisfaction. Additionally, standard marketing actions including consumer behavior, promotion, merchandise planning and buying, store layout and design, pricing, personnel management and careers relative to retailing and services marketing will be addressed. *Prerequisite: MKT 231. Offered periodically.*

**MKT 360** 1-4 hours  
**Independent Study**  
 An individualized, directed study involving a specified topic.

**MKT 370** 1-4 hours  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**MKT 380** 3 hours  
**International Marketing**  
 A study of the factors involved in marketing products and services in other countries. Major geopolitical regions are analyzed and evaluated through practical assignments. Topics include: market segmentation analysis, culture, language, values, finance, transportation and distribution networks, international pricing strategies, political structures, exporting organization, promotion and selling practices. Selected research projects and strategic plans provide students with practical applications of key marketing skills. *Prerequisite: MKT 231. Offered spring semester.*

**MKT 393** 4 hours  
**Practicum**  
 Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. *Offered primarily during summer.*

**MKT 410** 3 hours  
**Marketing Research**  
 A course designed to provide students with a fundamental understanding of the role and methods of marketing research as a means to enhance the marketing strategies of any modern organization. Topics such as problem identification, proposal and research design, question and survey development, sampling methodology, data analysis, and report presentation are covered in both theory and application. *Prerequisites: MKT 231 and MAT 210. Offered fall semester.*

**MKT 412** 3 hours  
**Advertising and Promotional Strategy**  
 A study of the strategic use of advertising and promotional strategy in today's business environment. Students examine advertising and promotional strategy and its influence in the marketplace. Topics include advertising and promotional management, effectiveness, creative design, copy development, media selection, agencies and research. Practical experience is gained through the development of advertising and promotional campaigns using various media. *Prerequisite: MKT 231. Offered spring semester.*

**MKT 445** 3 hours  
**Best Practices in Marketing**  
 The dynamic business environment requires marketing professionals to continually reassess their position relative to changes in the industry. This course is intended for senior marketing majors preparing to embark on a career in marketing. It will acquaint students with the best thinking and practice currently being pursued by leading organizations. Class sessions are conducted in a workshop or seminar format where students are expected to comment on cases, solve problems, and pose questions from the reading materials. *Prerequisite: MKT 231, Senior status preferred.*

**MKT 450** 1-4 hours  
**Directed Research**  
 Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.

**MKT 460** 3 hours  
**Consumer Behavior**  
 A course which examines such fundamental areas as consumer decision-making, processes, information processing, external and internal influences and business effects on consumer purchase/choice patterns. An analysis of the psychological, social and economic influences on consumption. *Prerequisite: MKT 231. Offered spring semester.*

**MKT 480** 1-4 hours  
**Seminar**  
 A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.

**MKT 490** 1-2 hours  
**Honors**  
 Individualized study or research of an advanced topic within a student's major. *Open to students with at least a 3.00 GPA in the major field.*



# Education

*Chair, Professor C. Tyner (Fall 2017), Assistant Professor B. Hotmire (Spring 2018)*  
*Professors S. Abebe, A. Armstrong, P. Medows, Q. White*  
*Associate Professors T. Mahon, C. Sisson*  
*Director of Teacher Certification Kim Overbey*

Taylor University seeks to develop competent, caring, and reflective teachers prepared for world service. The belief that teachers who have experienced a vigorous professional preparation within the framework of evangelical Christian values will have a profound influence on the students they teach in public, private, or overseas schools pervades the education program approach. A comprehensive liberal arts curriculum provides the foundation for subject matter competence as well as lifelong learning, leadership, and continued growth in the teaching profession. The Education Department cooperates with other departments to ensure the development of high quality foundational core and major fields of study. Taylor University's teacher education program is accredited by NCATE (National Council for Accreditation of Teacher Education) and the Indiana Department of Education. Admission to, retention in, and completion of an approved teacher education program at Taylor University is coordinated by the Director of Teacher Education.

Students seeking teaching certification may fulfill the curriculum requirements in education while earning either a Bachelor of Arts or Bachelor of Science degree. The Bachelor of Arts degree requires the completion of two years of one foreign language.

Students wishing to explore or prepare for the teaching profession should become involved in the teacher education program as early as possible in their college careers. It is advised that initial steps be taken as an entering freshman or as soon as possible after entering Taylor. Upon declaring a major area of study (elementary or a secondary area), the student is assigned an academic advisor. This academic advisor continues to advise the student throughout the entire program. However, by use of the curriculum guide for the chosen area of study, much of the student's planning may be self-directed. Curriculum guides containing course requirements for all teacher education programs offered at Taylor may be obtained from the Department of Education. The Teacher Education Program Student Handbook includes a 4-year program timeline and course sequence for foundational core, major, and professional education courses that assist the students in planning their teacher education programs.

The Indiana Department of Education has approved new teacher licensure rules: Rules for Educator Preparation and Accountability. Interpretation of the new licensure rules by the Indiana Department of Education is modified from time to time. Candidates must follow the most current curriculum guides and licensing tests as required by the Indiana Department of Education. The most current program information and licensure requirements can be obtained in the Education Department Office in Euler 020 and from the Director of Teacher Certification in Euler 003.

## **Admission to the Teacher Education Program: Step One**

There is a formal admission procedure to the teacher education program. A student is admitted to the program upon completion of an official application form (initiated through the office of the Director of Teacher Certification) and favorable action by the Teacher Education Committee. The application should be completed during the first term of a student's sophomore year. Students are formally admitted to the teacher education program after completing three terms of college work, one of which must have been at Taylor. The Teacher Education Committee has established standards that students must meet in order to be admitted to and remain in the program. Factors encompassed by these standards are scholastic performance, communication skills, portfolio requirements, state qualifying scores for the CASA exam or state qualifying composite SAT or ACT scores, and departmental recommendation. Detailed explanations of these standards may be obtained from the department.

## **Admission to Supervised Internship (Student Teaching): Step Two**

Subsequent to admission to the program, there is a formal admission procedure to student teaching. The application is initiated and facilitated through the Office of the Director of Student Teaching and should be prepared and ready for consideration (by the Teacher Education Committee) by the first semester of the junior year. The factors considered by the Teacher Education Committee include: (1) successful completion of prerequisite courses; (2) departmental recommendation; (3) portfolio requirements; and (4) scholastic performance. Detailed explanations of these standards may be obtained from the department.

## **Scholastic Performance**

Teacher education program standards include students passing ENG 110, CAS 110, all professional education, and all major courses with grades of C- or better. Also, a grade of C- or better in education courses must be achieved as a condition for taking sequential courses for which the course is a prerequisite and for graduation.

## **Transfer of Credit from Other Institutions**

Students seeking admission to the Taylor teacher education program through transfer from another institution must meet the standards required of regularly enrolled students. Credits are assessed by the Registrar. The Director of Teacher Certification, after consultation with the appropriate department chair, will accept transfer credit when the courses taken are equivalent to requirements on a designated major curriculum guide.

## **Field Experiences and Student Teaching**

Field experiences with children and youth, with strong emphasis on multicultural education, are considered a vital part of teacher preparation. Beginning with the first professional education course and continuing through the senior year, such experiences are required for each prospective teacher. The culmination of these professional experiences occurs during the senior year with full-time student teaching. During this final experience, a student is expected to assume as much as possible the total responsibilities of a teacher. Student teaching is a 16-week fall or spring semester activity.

Opportunities are provided for overseas student teaching. After completing a 10-week experience stateside, students may teach for six or more weeks in an overseas setting. Application for overseas student teaching must be submitted during the fall semester of the junior year. Applications are available in the department.

## **Junior Methods Practicum (JuMP)**

All elementary education candidates will take the junior block field experience during both fall and spring of the junior year. Students will be placed in an all day field experience on Tuesday and Thursday.

## **Comprehensive Exam Requirement**

All Elementary Education majors are required to take the Elementary Pedagogy (CORE) and score 220 or above. Any elementary education major who does not successfully pass is provided opportunity to participate in a tutorial-guided instruction program under the direction of the Academic Enrichment Center or Department of Education to prepare for retaking the test or a departmental exam. In secondary education, the comprehensive examination is in the major teaching field. A student is allowed a maximum of three attempts to pass the comprehensive examination in any single major.

## **Practicum**

Opportunities for practicum experiences in rural, urban, and overseas settings are available. A practicum is supervised learning involving a firsthand field experience or project. It is offered primarily during January interterm or summer with the consent of a supervising professor and the approval of the department chair. Under certain conditions a practicum may be required to demonstrate readiness for student teaching. In order to receive a grade, the experience or project must be supervised.

## **Fields of Study**

Curricula that meet the licensing standards of the Indiana Department of Education are listed on the curriculum guides available to each student. Preparation for initial teaching Indiana licenses in the following fields is provided at Taylor.

## Elementary Education (BA or BS)

Students seeking teaching certification may fulfill the curriculum requirements in education while earning either a Bachelor of Arts or Bachelor of Science degree. The Bachelor of Arts degree requires the completion of two years of one foreign language.

The Elementary Education (*kindergarten through 6<sup>th</sup> grade*) major requires a 94-119 hours. The major also requires a concentration or one of the following minors: Biology, Chemistry, English, History, Mathematics, Applied Music, Music Composition, Physics, Psychology, or Sociology. All major courses, including those in the concentration, must be completed with a grade of C- or better; the major GPA is calculated using the courses marked with an asterisk (\*).

### Elementary Education Core

EDU 150*	3	Education in America
EDU 200*	3	Introduction to Early Childhood Programs
EDU 255*	3	Foundations of Literacy and Language Arts in the Elementary Classroom
EDU 260*	3	Educational Psychology
EDU 306*	2	Discipline and Classroom Management for Elementary Teachers
EDU 321*	2	Teaching Science in the Elementary Classroom
EDU 351*	3	Methods and Materials for Elementary Teachers
EDU 355*	3	Early Literacy Experiences and Assessments: K-3
EDU 355L*	1	Elementary Education Junior Block Field Experience Lab
EDU 356*	3	Middle Childhood Literacy Experiences and Assessments: 4-6
EDU 356L*	1	Elementary Education Junior Block Field Experience Lab
EDU 371*	3	Literature for Children and Adolescents
EDU 384*	1	Perspectives on Diversity
EDU 385*	3	Diversity in the Classroom
MAT 205*	2	Explorations in Elementary School Mathematics
MAT 301*	3	Number Concepts for Elementary Teachers
MAT 302*	3	Geometry and Measurement for Elementary Teachers
SED 220*	3	Exceptional Children

Select one course from the following:

EDU 242*	3	Educational Technology in Elementary Education
EDU 243*	1	Technology Applications in Elementary Education

### Major Requirements

ART 300	2	Art for Teachers
BIO 100	4	General Biology
EDU 328	2	Assessment for Student Learning
EDU 421	15	Supervised Internship in Elementary Schools
EDU 493	3	Elementary Education Senior Capstone
GEO 220	3	Regional Geography
KIN 250	2	Elementary School Health and Physical Activity
MUS 301	2	Music in the Elementary Classroom
PSY 240	3	Child Psychology

### Additional Requirements

CAS 110	3	Public Speaking
ENG 230	3	World Literature

Select one course from the following:

HIS 103	3	World History I
HIS 104	3	World History II

Select one course from the following:

HIS 124	3	History of the United States to 1877
HIS 125	3	History of the United States since 1877

Select at least one of the following concentrations:

### Language Arts

ENG 110	3	Expository Writing
ENG 230	3	World Literature
ENG 240	3	American Literature
EDU 355	3	Early Literacy Experiences and Assessments: K-3

EDU 355L	1	Elementary Education Junior Block Field Experience Lab
EDU 356	3	Middle Childhood Literacy Experiences and Assessments: 4-6
EDU 356L	1	Elementary Education Junior Block Field Experience Lab
EDU 371	3	Literature for Children and Adolescents

### Mathematics

MAT 120	3	Investigations in Math
MAT 205	2	Explorations in Elementary School Mathematics
MAT 210	4	Introduction to Statistics

MAT 280	3	Mathematics for Middle School
MAT 301	3	Number Concepts for Elementary Teachers
MAT 302	3	Geometry and Measurement for Elementary Teachers

### Middle School Language Arts Licensure

EDU 332	2	The Junior High/Middle School
ENG 211	3	Introduction to Creative Writing
ENG 212	4	Critical Approaches to Literature

ENG 230	3	World Literature
ENG 240	3	American Literature
ENG 305	4	Writing Theory and Grammar

### Middle School Mathematics Licensure

EDU 332	2	The Junior High/Middle School
MAT 205	2	Explorations in Elementary School Mathematics
MAT 210	4	Introductory Statistics
MAT 280	3	Mathematics in the Junior High/Middle School
MAT 301	3	Number Concepts for Elementary Teachers
MAT 302	3	Geometry and Measurement for Elementary Teachers

Select one course from the following:

MAT 120	3	Investigations in Mathematics
MAT 180	3	Problem Solving

Select one course from the following:

MAT 140	3	Fundamental Calculus for Applications
MAT 145	3	Introduction to Functions and Calculus
MAT 151	4	Calculus I

### Middle School Science Licensure

BIO 100	4	General Biology
CHE 100	4	Chemistry for Living
EDU 332	2	The Junior High/Middle School
SUS 200	3	Environment and Society

Select two courses from the following:

GEO 210	4	Physical Geography
GEO 240	3	Introduction to Geology
PHY 201	3-4	Introduction to Astronomy

### Middle School Social Studies Licensure

EDU 332	2	The Junior High/Middle School
GEO 230	3	Political Geography
HIS 103	3	World History I
HIS 104	3	World History II
HIS 124	3	History of the United States to 1877
HIS 125	3	History of the United States since 1877

Select one course from the following:

POS 100	3	American Politics
PSY 100	3	Introductory Psychology
SOC 220	3	Ethnic and Minority Issues

### Music

MUS 101	0-1	Fundamentals of Music ( <i>or competency</i> )
MUS 105	2	Applied Lesson ( <i>Primary Instrument</i> )
MUS 112P	0-1	Piano ( <i>or competency</i> )
MUS 124	3	Music Theory and Harmony I
MUS 124L	1	Music Theory and Harmony I Lab

MUS 135	1	Introduction to Music Education
MUS 201	1	Computers, Technology, and Music
MUS 301	2	Music in the Elementary Classroom
MUS 361	2	Conducting I
HUM 230	4	Art as Experience

Elementary Education requirements continued on next page

### Science

BIO 100	4	General Biology	Select <i>one</i> of the following:
CHE 100	4	Chemistry for Living	GEO 210 4 Physical Geography
EDU 321	2	Teaching Science in Elementary Classroom	GEO 240 3 Introduction to Geology
SUS 200	3	Environment and Society	PHY 201 3-4 Introductory Astronomy

### Social Studies

GEO 220	3	Regional Geography	Select <i>one</i> of the following:
HIS 103	3	World History I	GEO 230 3 Political Geography
HIS 104	3	World History II	POS 100 3 American Politics
HIS 124	3	History of the United States to 1877	PSY 100 3 Introductory Psychology
HIS 125	3	History of the United States since 1877	SOC 220 3 Ethnic and Minority Issues

### Spanish

SPA 101	4	Elementary Spanish I	SPA 305 3 Communication in Spanish
SPA 102	4	Elementary Spanish II	SPA ____ 3 Spanish Elective
SPA 201	3	Intermediate Spanish I	SPA ____ 3 Spanish Elective
SPA 202	3	Intermediate Spanish II	

### Special Education P-12 Licensure

Licensure applicants must student teach with a licensed special education teacher.

SED 220	3	Exceptional Children	SED 340 3 Assessment of Exceptional Learners
SED 330	3	Foundations of Special Education	SED 350 3 Behavior Management and Disorders
SED 335	3	Critical Issues in Mild Intervention	SED 355 3 Methods of Special Education

### TESOL Elementary K-6 or P-12 Licensure

EDU 260	3	Educational Psychology
EDU 328	2	Assessment for Student Learning
EDU 332 <sup>†</sup>	2	The Junior High/Middle School
EDU 384	1	Perspectives on Diversity
EDU 385	3	Diversity in the Classroom
EDU 421	15	Supervised Internship in Elementary Schools
TSL 201	2	Introduction to the Field of Teaching ESOL
TSL 203	1	Introduction to ESOL in American Public Schools
TSL 210	1	Teaching English Language Learners in the P-12 Classroom
TSL 302	3	Language and Culture
TSL 303	3	Methods of TESOL
TSL 304	3	Second Language Acquisition
TSL 305	3	Pedagogical Grammar in TESOL

<sup>†</sup>Required for P-12 licensure

### Electives

Select *3 credits* not taken from the following:

CAS 340	3	Intercultural Communication
ENG 230	3	World Literature
ENG 373	4	Literature of Cultural Diversity
GEO 220	3	Regional Geography
HIS 103	3	World History I
HIS 104	3	World History II
MUS 343	3	Music and World Cultures
PHI 322	3	World Religions: Western Traditions
PHI 323	3	World Religions: Eastern Traditions
POS 150	3	World Politics
REL 391	3	Preparation and Strategy for Christian World Mission
SOC 200	3	Cultural Anthropology
SOC 220	3	Ethnic and Minority Issues
SWK 200	3	Explorations in Social Work
TSL 211	2	Teaching English Internationally
TSL 212	1	Adult ESL Literacy Development
TSL 482	2	Practicum in TESOL
____ 300/400	3	Any modern language course (upper-division)

### Visual Arts

ART 101	3	Drawing I	Select <i>5 credit hours</i> from the following:
ART 151	3	Two-Dimensional Drawing	ART 154 1 Digital Tools: Illustrator
ART 300	2	Art for Teachers	ART 156 1 Digital Tools: Photoshop
HUM 230	4	Art as Experience	ART 210 3 Introduction to Art Education
HUM 250	1	Participation in the Arts	ART 221 3 Painting I
			ART 253 3 Foundations of Photography
			ART 271 3 Three-Dimensional Design
			ART 272 3 Sculpture I
			ART 281 3 Ceramics: Handbuilt Forms
			ART 309 2 Secondary Art Methods
			ART 322 3 Water-Based Media
			ART 380 3 Ceramics: Wheel Throwing
			ART ____ 3 Any Art History course

## Educational Studies (BS)

The Bachelor of Science degree in Educational Studies requires 47 major hours. *The Educational Studies degree does not lead to a teaching license. Students may not double major with elementary education. All major courses must be completed with a grade of C- or better and are included in the major GPA.*

### Core Requirements

EDU 150	3	Education in America
EDU 260	3	Educational Psychology
EDU 371	3	Literature for Children and Adolescents
EDU 384	1	Perspectives on Diversity
EDU 450	1	Directed Research
EDU 493	3	Elementary Education Senior Capstone
SED 220	3	Exceptional Children

Select one course from the following:

EDU 306	2	Discipline and Classroom Management for Elementary Teachers
EDU 307	2	Discipline and Classroom Management for Secondary Teachers

### Major Requirements

CMI 100	3	Introduction to Christian Ministries
EDU 393 <sup>1</sup>	3	Practicum
SOC 210	3	Contemporary Social Issues
SWK 200	3	Explorations in Social Work
TSL 201	2	Introduction to the Field of Teaching ESOL

Select one course from the following:

TSL 202	1	Introduction to the ESOL Classroom
TSL 203	1	Introduction to ESOL in American Public Schools

Select two courses from the following:

ART 300	2	Art for Teachers
KIN 250	2	Elementary School Health and Physical Activity
MUS 301	2	Music in the Elementary Classroom

Select 3 hours from the following:

EDU 332	2	The Junior High/Middle School
EDU 385	3	Diversity in the Classroom
EDU 393 <sup>1</sup>	1-3	Practicum

<sup>1</sup>Practicums must be in different areas

### Additional Requirements

Choose one of the following development tracks:

#### Early Childhood/Elementary

EDU 200	3	Introduction to Early Childhood Programs
PSY 240	3	Child Psychology

#### Youth/Adolescence

PSY 340	3	Adolescent Psychology
YMI 315	3	Youth Culture and Issues

#### Adult/Family

YMI 315	3	Youth Culture and Issues
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Select one course from the following:

PSY 250	3	Life Span Development
PSY 350	3	Child and Adolescent Psychology

### Recommended Courses

EDU 255 <sup>1</sup>	3	Foundations of Literacy and Language Arts in the Elementary Classroom
EDU 280 <sup>1</sup>	3	Communication & Language Arts in Preschool & Kindergarten
EDU 290 <sup>1</sup>	3	Social Studies, Science, & Mathematics in Preschool & Kindergarten
EDU 321 <sup>1</sup>	2	Teaching Science in the Elementary Classroom
IAS 320 <sup>1,2</sup>	3	Cross-Cultural Outreach
PSY 315 <sup>1,2</sup>	3	Working with Orphans and Vulnerable Children
SED 330 <sup>1,2</sup>	3	Foundations of Special Education
SED 350 <sup>1,2</sup>	3	Behavior Management and Disorders
SED 355 <sup>1,2</sup>	3	Methods of Special Education
SOC 340 <sup>1,2</sup>	3	Sociology of Children and Families
SOC 381 <sup>1,2</sup>	3	Marriage and Family Systems
SWK 320 <sup>1,2</sup>	3	Unleashing the Oppressed
SWK 340 <sup>1,2</sup>	3	Working with Children
TSL 210 <sup>1,2</sup>	1	Teaching English Language Learners in the P-12 Classroom
TSL 211 <sup>1,2</sup>	2	Teaching English Internationally
TSL 302 <sup>1,2</sup>	3	Language and Culture
TSL 303 <sup>1,2</sup>	3	Methods of TESOL
TSL 304 <sup>1,2</sup>	3	Second Language Acquisition
TSL 305 <sup>1,2</sup>	3	Pedagogical Grammar in TESOL
TSL 482 <sup>1,2</sup>	2	Practicum in TESOL
YMI 325 <sup>2</sup>	3	Discipleship and Evangelism in Youth Ministry

<sup>1</sup>Recommended for Early Childhood/Elementary track

<sup>2</sup>Recommended for Youth/Adolescence and Adult/Family tracks

## Secondary Grades 5-12

The following areas offer majors: Biology, Chemistry, English, Mathematics, Physics, Physics/Mathematics, Social Studies (Economics, Geographical Perspectives, Government and Citizenship, Psychology, Sociology, Historical Perspectives), and Spanish. Except for Music Education, the secondary education majors lead to a Bachelor of Science degree, but a Bachelor of Arts degree may be granted if a student completes the language requirement and requests a BA degree prior to degree conferral. Music Education is awarded with the Bachelor of Music degree. The student preparing to teach in secondary schools will select a content major. Requirements for the secondary grades 5-12 license include foundational core, professional education, and subject matter concentration (see *departmental curriculum guides for detailed requirements*). All secondary education majors, except Art Education and Music Education, must take CAS 110 and PSY 340. Art Education and Music Education majors must take CAS 110 and PSY 350.

## Transition to Teaching

The Transition to Teaching Program is an alternate licensure process designed for individuals who have previously graduated from college and wish to obtain an Indiana Teaching License. The elementary program is for grades K-6, and the secondary program is for grades 5-12. K-12 programs are offered in limited content areas. The program is composed of graduate courses and is online. Individuals interested in the Transition to Teaching Program should view the following: <http://online.taylor.edu/transition-to-teaching/>.

## Certification

All teacher education programs have been designed to meet Indiana certification requirements and have been approved by the Indiana Department of Education. Students who meet graduation requirements, complete an approved teacher education program, successfully complete student teaching, and meet the Indiana qualifying scores on the required CORE and Pedagogy tests will be eligible for Indiana certification (a teaching license). The teacher certification office is responsible for verifying to the Indiana Department of Education that all requirements for certification have been met and for processing all applications for certification.

Indiana has an Interstate Agreement Contract with many states (reciprocity). However, additional requirements may need to be met in order to receive permanent certification in these states. Students who plan to teach outside of Indiana should obtain a current description of certification requirements from each state where they plan to teach, because requirements often change from year to year. Addresses and telephone numbers for every State Department of Education are available online.

## Education Courses

### EDU 150 3 hours

#### Education in America

A study of the historical, philosophical, and sociological foundations of education. The organization and role of the public school, P-12, in a multicultural society are examined. An analysis of teaching is made, including implications of some court cases related to teaching, concepts of teaching, and leadership roles. The course includes a study of multicultural and ethnic differences among students and the resulting effect on the teacher's role. Includes a field experience lab.

### EDU 170 1-4 hours

#### Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

### EDU 200 3 hours

#### Introduction to Early Childhood Programs

This course deals with the history of early childhood education and also takes an in-depth look at the qualities needed to become an effective early childhood teacher. Students study the professional aspects of developing appropriate curriculum and physical settings for the preschool and kindergarten classroom. Methods that meet the physical, emotional, social, mental, and spiritual developmental growth of young children are explored. Includes weekly observation of and participation with children in preschool, kindergarten, and Headstart programs. *Prerequisite: EDU 150.*

### EDU 210 3 hours

#### Reading and Writing for Professional Educators

Course focus is on writing skills and content area reading skills necessary for the professional educator. The course includes a research component, reading and writing across the disciplines, and demonstration of knowledge and performance of adolescence literacy standards, based upon scientifically-based reading research. A grammar usage test must be passed at the 80 percent level during the course. Required for all elementary, secondary, and all-grade majors seeking certification. *Prerequisite: ENG 110.*

### EDU 222 2 hours

#### Reading in the Content Area for Secondary Teachers

Designed to provide practical procedures for developing effective reading skills at the junior high, middle, and secondary school levels. Attention centers on understanding the relationships between the processes of reading and the learning of content. Suggestions on how to meet the total range of student reading needs in the classroom are addressed. Methods and materials to enhance advanced comprehension and study skills of adolescents in a multicultural society are presented. Includes a field experience lab. *Required for all secondary/all-grade majors seeking licensure. Prerequisite: EDU 150.*

### EDU 242 3 hours

#### Educational Technology in Elementary Education

Students develop skills in using presentational software, video conferencing, smart boards, portable devices, and video editing and discover their application to classroom instruction. Students will understand the International Society for Technology in Education (ISTE) standards. Ethical and fair use issues regarding educational technology and media will also be addressed. *Meets the foundational core computation requirement.*

### EDU 243 1 hour

#### Technology Applications in Elementary Education

The course examines the pedagogical value of technology in the elementary school. Students will learn how to apply technology to classroom instruction. Ethical and fair use issues regarding educational technology and media will also be addressed. *Prerequisite: COS 104 or equivalent. Offered spring semester only.*

### EDU 255 3 hours

#### Foundations of Literacy and Language Arts in the Elementary Classroom

Course explores fundamental concepts concerning the development of children's language and literacy and the teacher's role in this process including the selection of appropriate instructional materials and strategies to meet the literacy needs of children. This course also investigates the techniques and methods necessary for integrating language arts in the elementary classroom. Topics include core literacy issues, emergent literacy, word identification and recognition, phonological awareness, and methods for language arts instruction. *Required for all elementary majors seeking licensure. Prerequisite: EDU 150.*

### EDU 260 3 hours

#### Educational Psychology

The course focuses on the study and application of learning theories and psychological concepts and principles to the teaching-learning process. Developmental stages, age-level characteristics of students, gender differences, learning styles, contemporary views of intelligence, effects of ethnicity and social class on teaching and learning, principles of multicultural education, the teacher's role in accommodating special needs in the regular classroom, learning theories, various instructional approaches, theories of motivation, and various types of assessment, including standardized and high-stakes tests, are examined. *Prerequisite: EDU 150.*

### EDU 270 1-4 hours

#### Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

### EDU 306 2 hours

#### Discipline and Classroom Management for Elementary Teachers

This course is designed to assist students preparing for the elementary classroom in developing practical skills and techniques for organizing the classroom and maintaining effective discipline. Students develop a plan for discipline and classroom management which utilizes a proactive approach based on positive ethical practices consistent with Christian and democratic principles. Several widely accepted discipline theories along with the study of legal implications for teachers are used in conjunction with observations and case studies to assist students in developing effective discipline plans. *Prerequisite: EDU 150. Elementary Education majors only.*

### EDU 307 2 hours

#### Discipline and Classroom Management for Secondary Teachers

This course is designed to assist students preparing for the secondary or all grade classroom in developing practical skills and techniques for organizing the classroom and maintaining effective discipline. Students develop a plan for discipline and classroom management which utilizes a proactive approach based on positive ethical practices consistent with Christian and democratic principles. Several widely accepted discipline theories along with the study of legal implications for teachers are used in conjunction with observations and case studies to assist students in developing effective discipline plans. *Prerequisite: EDU 150. Secondary/all grade education majors only.*

### EDU 309 1 hour

#### Teaching in Secondary, Junior High/Middle Schools-Special Methods

A junior level course taught in conjunction with the student's major department. Course focuses upon topics including diversity and multi-cultural education. The majority of course has student being placed in secondary schools for a laboratory field experience. Students may take the subject matter methods course during the same semester. *Prerequisites: EDU 150 and EDU 260 and approval into the teacher education program. Offered Spring semester.*

### EDU 315 1 hour

#### An Exploration of Young Adult Literature

The course will explore the genre of young adult literature. Students will critically evaluate the strengths and weaknesses of young adult literature. Students will recognize current themes and topics of young adult literature.

### EDU 321 2 hours

#### Teaching Science in the Elementary Classroom

This course is designed to introduce students to hands-on, inquiry based methods of teaching science in the elementary classroom. Content from physical sciences, life sciences, and earth/space sciences will be included. Course will include objectives and lesson plans linked to national and state standards; integration of reading, writing, and other content areas to science; and using a variety of assessment strategies. *JuMP field experience. Prerequisite: EDU 150 and approval into the teacher education program.*

### EDU 328 2 hours

#### Assessment for Student Learning

Designed to assist students in developing practical skills and techniques to assess students in the P-12 classroom for student learning. Topics will include development of teacher-made tests, alternative/authentic/summative/formative assessments, standardized testing, parent communication, and the role of homework. In addition, the course will focus upon the linkage among assessment, student learning, and instructional strategies. *Prerequisites: EDU 150 and 260. Corequisite: EDU 421 or 431.*

### EDU 332 2 hours

#### The Junior High/Middle School

A study of the philosophy, development, and organization of middle schools and junior high schools. Examines through readings, seminars, field experiences, and classroom investigations the purpose, curriculum, and instructional strategies, including the use of appropriate media and technology, for effective teaching in junior high/middle schools. This course provides prospective teachers with knowledge and understanding of the adolescent, the school, and practical teaching activities. Includes a field experience lab. *Must be completed prior to student teaching. Prerequisites: EDU 150 and 260.*

### EDU 344 1 hour

#### Educational Technology in Secondary Education

This course addresses fundamental principles related to the appropriate, responsible, and ethical use of the Internet and relevant technology as integrated in the secondary education classroom. Through understanding and applying the International Society for Technology in Education (ISTE) standards, students will develop a philosophy for effectively integrating technology into the secondary classroom and will practice these principles through the creation of content specific instructional models and learning activities. Students will investigate the potential for technology to expand research opportunities, increase skill development, and encourage the curating of content knowledge. *Required for secondary education majors seeking teacher licensure. Corequisite: EDU 332.*

**EDU 351** **3 hours**  
**Methods and Materials for Elementary Teachers**  
 An integrative approach of utilizing a variety of effective instructional methods and resources with content areas, including science and social studies, appropriate for elementary children. Strategies for working with diverse student populations and incorporating current educational technology competencies are included. *JuMP field experience. Prerequisites: EDU 150, 260, and approval into the teacher education program. Offered fall semester.*

**EDU 355** **3 hours**  
**Early Literacy Experiences and Assessments: K-3**  
 Course focuses upon the teaching and assessment of literacy in the early classroom. Topics include emergent literacy, word identification and recognition, fluency, and assessments. *JuMP field experience. Prerequisites: EDU 150, 260, and approval into the teacher education program. Corequisite: EDU 355L and 371. Offered fall semester.*

**EDU 355L** **1 hour**  
**Elementary Education Junior Block Field Experience Lab**  
 This lab experience is to be taken concurrently with elementary education junior block methods classes. *Corequisite with EDU 355. Offered fall semester.*

**EDU 356** **3 hours**  
**Middle Childhood Literacy Experiences and Assessments: 4-6**  
 Course focuses upon the teaching and assessment of literacy in the middle childhood classroom. Topics include vocabulary, comprehension, study skills, content area literacy, and assessments. *JuMP field experience. Prerequisites: EDU 150, 260, 355, and approval into the teacher education program. Corequisite: EDU 351 and 356L. Offered spring semester.*

**EDU 356L** **1 hour**  
**Elementary Education Junior Block Field Experience Lab**  
 This lab experience is to be taken concurrently with elementary education junior block methods classes. *Corequisite with EDU 356. Offered spring semester.*

**EDU 360** **1-4 hours**  
**Independent Study**  
 An individualized, directed study involving a specified topic.

**EDU 370** **1-4 hours**  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**EDU 371** **3 hours**  
**Literature for Children and Adolescents**  
 The various genres of children's literature and young adult literature are explored. Course focuses upon new literacy, multicultural literature, special needs, and other appropriate literature. Materials range from emergent books to young adult literature. *JuMP field experience. Prerequisites: EDU 150, 260, and approval into the teacher education program. Corequisite: EDU 355. Offered fall semester.*

**EDU 384** **1 hour**  
**Perspectives on Diversity**  
 This seminar focuses on education in diverse settings. Emphasis is given to the impact of learning of social class, race/ethnicity, and English language proficiency through readings and discussions. The roles of local, state, and federal agencies in relationship to public educational policy are discussed and analyzed. Field-trip exploration of various schools and organizations serving diverse populations is a key component of the course. *A class fee is necessary to cover field trip expenses. Prerequisite: EDU 150. Meets foundational core civic engagement requirement. Offered fall and spring semesters.*

## Special Education Courses

**SED 220** **3 hours**  
**Exceptional Children**  
 This course is designed to prepare the teacher for the challenge of meeting the needs of exceptional children in the regular classroom. A general study of exceptional children focuses on mainstreamed and included special education students. Various topics included are identification of exceptional children, their characteristics and special needs, delivery of services, instructional methods and techniques, and evaluation.

**SED 330** **3 hours**  
**Foundations of Special Education**  
 A study of the profession of special education, this course deals with the philosophical, historical, ethical, and legal foundations of special education. The responsibilities and rights of students, their parents, all involved educators and other professionals are studied as they relate to meeting the needs of exceptional learners. *Prerequisite: SED 220. Offered Spring semester.*

**SED 335** **3 hours**  
**Critical Issues in Mild Intervention**  
 The study of students with mild disabilities which include those with cognitive, learning and emotional disabilities as well as those on the autism spectrum. This class will examine historical, sociological, psychological and contemporary issues related to inclusion of students with mild disabilities in the general education classroom as well as the types of services they receive. *Prerequisites: SED 220, 330, and 340. Offered Spring semester.*

**EDU 385** **3 hours**  
**Diversity in the Classroom**  
 This course provides a pre-student teaching experience working in a public school. Placements are in diverse settings in an urban area. Emphasis is given to application of and written reflection on issues explored in EDU 384. Observation, participation, and a limited amount of supervised classroom teaching are expected. *Prerequisite: EDU 260 and 384. Meets foundational core cross-cultural requirement. Offered January interterm.*

**EDU 393** **1-4 hours**  
**Practicum**  
 Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. *Offered primarily during summer.*

**EDU 421** **15 hours**  
**Supervised Internship in Elementary Schools**  
 Full-time teaching experiences for the intern at two grade levels under the supervision of public and private school and college personnel. Multicultural/multiethnic education placement is required in one of the experiences. *Prerequisites: (a) approval by the Teacher Education Committee; (b) EDU 150, 255, 260, 306, 351, 355, 356. Corequisite: EDU 328. Credit only.*

**EDU 431** **15 hours**  
**Supervised Internship in Secondary Schools**  
 Full-time teaching experiences for the intern at two grade levels under the supervision of public school and college personnel. *Prerequisites: (a) approval of the Teacher Education Committee; (b) EDU 150, 222, 260, 307, 309. See individual majors for additional prerequisite courses. Corequisite: EDU 328. Credit only.*

**EDU 450** **1-4 hours**  
**Directed Research**  
 Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.

**EDU 480** **1-4 hours**  
**Seminar**  
 A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.

**EDU 490** **1-2 hours**  
**Honors**  
 Individualized study or research of an advanced topic within a student's major. *Open to students with at least a 3.00 GPA in the major field.*

**EDU 493** **3 hours**  
**Elementary Education Senior Capstone**  
 Students address current and future issues related to teaching through lectures, readings, school visits, and discussion. The integration of Christian philosophical concerns with the current role and responsibilities of teachers is emphasized. *Required Washington D.C. field trip. Fee required. Prerequisites: Approval into the teacher education program. Offered January interterm only.*

**SED 340** **3 hours**  
**Assessment of Exceptional Learners**  
 This course focuses on formal and informal assessments used to identify, plan for, and teach students with exceptional needs, including the use of that information to develop individual education plans. Communication of that information with students, parents, and other professionals is discussed. Includes a field experience lab. *Prerequisites: SED 220 and 330. Offered Fall semester.*

**SED 350** **3 hours**  
**Behavior Management and Disorders**  
 Managing the learning environment of students with special needs is the focus of this course. Topics covered include behavioral assessments and their use in developing behavior intervention plans for exceptional students, as well as the legal implications of laws and regulations regarding the implementation of these plans in various learning environments. *JuMP field experience. Prerequisites: SED 220 and 330. Offered Spring semester.*

**SED 355** **3 hours**  
**Methods of Special Education**  
 Methods and materials used in the intervention of exceptional learners are presented in this course. Strategies of instruction in the least restrictive environment, modification of curriculum, and collaboration and consultation across the spectrum of services are presented in conjunction with the daily teaching and planning required of students' individual education plans. Includes a field experience lab. *JuMP field experience. Prerequisites: SED 220 and 330. Offered fall semester.*

# English Language Teaching

**Chair, IELS Program Director, Assistant Professor J. Peterson**  
**TESOL Program Coordinator, Instructor K. Regier**  
**Associate Professor C. Brainer**  
**Instructor R. Kantaruk**

The English Language Teaching department consists of two areas: TESOL Program, providing professional preparation for students intending to teach English to speakers of other languages, and Institute for English Language Studies, offering language learning opportunities to non-native speakers of English.

## IELS Program

Through its Institute for English Language Studies (IELS), Taylor University offers a variety of programs to non-native English speakers who wish to improve their English proficiency either for entrance to an English-based academic program or for general proficiency.

Students who are planning to study at the associate, baccalaureate, or graduate level in English can enroll in the academic English program which is comprised of one or two semesters depending on the entry level of proficiency and rate of progress. This program provides gradual transitions to regular college classes through coursework in the "American Classroom," as well as through structured class observations to better understand faculty-student interaction in the Western context.

For students who wish to earn a certificate in Teaching English to Speakers of Other Languages (TESOL), the Institute provides a joint curriculum with the TESOL program. Students who have completed the ESL program at a level sufficient for matriculation into the university's degree programs can obtain the TESOL certificate in one year of additional study. This option provides the credential often required to teach English in their home countries.

## TESOL Program

The TESOL (Teaching English to Speakers of Other Languages) Program at Taylor University offers three teacher training programs which prepare students to work both domestically with immigrants, and internationally with people learning English for international communication.

### **Teaching English to Speakers of Other Languages (TESOL) Minor**

Open to all majors, except those majors leading to education licensure, the TESOL minor requires 24-26 hours and provides training to those interested in teaching English in international or non-public education contexts. The minor also provides cross-cultural and pedagogical training. *All minor courses must be completed with a grade of C- or better and are included in the minor GPA.*

#### **Minor Requirements**

TSL 201	2	Introduction to the Field of Teaching ESOL
TSL 202	1	Introduction to the ESOL classroom
TSL 302	3	Language and Culture
TSL 303	3	Methods of TESOL
TSL 304	3	Second Language Acquisition
TSL 305	3	Pedagogical Grammar in TESOL
TSL 482	2	Practicum in TESOL

#### *Select one course from the following:*

CMI 242	3	Psychological and Educational Foundations for Christian Educational Ministries
EDU 260	3	Educational Psychology
PSY 411	3	Learning: Theory and Application

#### *Select one course from the following:*

TSL 210	1	Teaching English Language Learners in the P-12 Classroom
TSL 211	2	Teaching English Internationally
TSL 212	1	Adult ESL Literacy Development

#### **Electives**

*Select one elective from the following:*

CAS 340	3	Intercultural Communication
ENG 230	3	World Literature
ENG 373	4	Literature of Cultural Diversity
GEO 220	3	Regional Geography
HIS 103	3	World History I
HIS 104	3	World History II
MUS 343	3	Music and World Cultures
PHI 322	3	World Religions: Western Traditions
PHI 323	3	World Religions: Eastern Traditions
POS 150	3	World Politics
REL 391	3	Preparation and Strategy for Christian World Mission
SOC 200	3	Cultural Anthropology
SOC 220	3	Ethnic and Minority Issues
SWK 200	3	Explorations in Social Work
___ 300/400	3	Any modern language course (upper-division)

### **Teaching English to Speakers of Other Languages (TESOL) Certificate**

Requiring the completion of 14 credit hours, the department offers a Teaching English to Speakers of Other Languages (TESOL) certificate for all students who want to more effectively teach students for whom English is a second or foreign language. The TESOL certificate exists to provide a broad base to anyone interested in TESOL, introduces students to the ELT field in North America and worldwide, and provides basic understanding of cross-cultural relations and TESOL theory, methods, and materials.

The student will be responsible for demonstrating his or her completion of the certificate requirements by submitting a completed application along with a copy of his or her transcript to the program director. Work in progress will be accepted. This certificate is awarded by the ELT department and does not include a transcript entry.

#### **Certificate Requirements**

TSL 201	2	Introduction to the Field of Teaching ESOL
TSL 202	1	Introduction to the ESOL classroom
TSL 302	3	Language and Culture
TSL 303	3	Methods of TESOL
TSL 305	3	Pedagogical Grammar in TESOL
TSL 482	2	Practicum in TESOL

## Teaching English to Speakers of Other Languages (TESOL) Elementary Education Teacher Licensure: K-6 or P-12

### For Education Majors only

The following Taylor University program in Teaching English to Speakers of Other Languages has been approved by the Indiana Department of Education-Office of Educator Licensing and Development. Students are required to complete the program as stated. The teacher licensed in the TESOL program may teach in the appropriate developmental level.

#### Licensure Requirements

EDU 260	3	Educational Psychology
EDU 328	2	Assessment for Student Learning
EDU 332 <sup>†</sup>	2	The Junior High/Middle School
EDU 384	1	Perspectives on Diversity
EDU 385	3	Diversity in the Classroom
EDU 421	15	Supervised Internship in Elementary Schools
TSL 201	2	Introduction to the Field of Teaching ESOL
TSL 203	1	Introduction to ESOL in American Public Schools
TSL 210	1	Teaching English Language Learners in the P-12 Classroom
TSL 302	3	Language and Culture
TSL 303	3	Methods of TESOL
TSL 304	3	Second Language Acquisition
TSL 305	3	Pedagogical Grammar in TESOL

<sup>†</sup>Required for P-12 TESOL licensure.

#### Electives

Select 3 credits not taken from the following:

CAS 340	3	Intercultural Communication
ENG 230	3	World Literature
ENG 373	4	Literature of Cultural Diversity
GEO 220	3	Regional Geography
HIS 103	3	World History I
HIS 104	3	World History II
MUS 343	3	Music and World Cultures
PHI 322	3	World Religions: Western Traditions
PHI 323	3	World Religions: Eastern Traditions
POS 150	3	World Politics
REL 391	3	Preparation and Strategy for Christian World Mission
SOC 200	3	Cultural Anthropology
SOC 220	3	Ethnic and Minority Issues
SWK 200	3	Explorations in Social Work
TSL 211	2	Teaching English Internationally
TSL 212	1	Adult ESL Literacy Development
TSL 482	2	Practicum in TESOL
___ 300/400	3	Any modern language course (upper-division)

## Teaching English to Speakers of Other Languages (TESOL) Secondary TESOL Licensure

### For Education Majors only

The following Taylor University program in Teaching English to Speakers of Other Languages has been approved by the Indiana Department of Education-Office of Educator Licensing and Development. Students are required to complete the program as stated. The teacher licensed in the TESOL program may teach in the appropriate developmental level.

#### Licensure Requirements

EDU 260	3	Educational Psychology
EDU 328	2	Assessment for Student Learning
EDU 431	15	Supervised Internship in Secondary Schools
TSL 201	2	Introduction to the Field of Teaching ESOL
TSL 203	1	Introduction to ESOL in American Public Schools
TSL 210	1	Teaching English Language Learners in the P-12 Classroom
TSL 302	3	Language and Culture
TSL 303	3	Methods of TESOL
TSL 304	3	Second Language Acquisition
TSL 305	3	Pedagogical Grammar in TESOL
TSL 482	2	Practicum in TESOL

Select one additional course:

EDU 384	1	Perspectives on Diversity
TSL 211	2	Teaching English Internationally
TSL 212	1	Adult ESL Literacy Development

#### Electives

Select 3 credits not taken from the following:

CAS 340	3	Intercultural Communication
ENG 230	3	World Literature
ENG 373	4	Literature of Cultural Diversity
GEO 220	3	Regional Geography
HIS 103	3	World History I
HIS 104	3	World History II
MUS 343	3	Music and World Cultures
PHI 322	3	World Religions: Western Traditions
PHI 323	3	World Religions: Eastern Traditions
POS 150	3	World Politics
REL 391	3	Preparation and Strategy for Christian World Mission
SOC 200	3	Cultural Anthropology
SOC 220	3	Ethnic and Minority Issues
SWK 200	3	Explorations in Social Work
___ 300/400	3	Any modern language course (upper-division)

## English as a Second Language (ESL) Courses

### ESL 100 1 hour

#### ESL Orientation

Taken during a student's first semester in the ESL Program, ESL Orientation provides instruction and a discussion space on academic, cultural, and spiritual issues facing ESL students.

### ESL 101 2 hours

#### English Grammar

This course integrates classroom grammar instruction with meaningful, individualized grammar practice in an independent lab setting.

### ESL 102 2 hours

#### TOEFL Preparation

This course provides students with the skills and strategies needed to succeed on the Test of English as a Foreign Language (TOEFL) through test simulations, vocabulary building, and four-skill instruction and practice.

### ESL 103 3 hours

#### Class Audit

This course, to be taken in the semester immediately preceding admittance to a degree-seeking Taylor University program, gives students extended exposure to a Taylor University class of their choosing. Students will learn the content of the course as well as gain insight into the linguistic and cultural demands of an American university.

### ESL 104 2 hours

#### Advanced Academic Vocabulary

For English students who have attained their desired level of English proficiency, but who are planning to enter graduate or professional schools where the curriculum will be taught in English, this course provides a supplemental vocabulary pertaining to activities and subjects commonly encountered in these programs (e.g., research terminology).

### ESL 105 2 hours

#### American English Pronunciation

Non-native English speakers typically have particular sounds that are troublesome depending on their native language. This course provides instruction in clearly and correctly pronouncing these sounds that are important to communicating effectively in English.

### ESL 106 3 hours

#### American Pop Culture

This course is designed to cause students to reflect on their home culture while learning through discussion, lectures, and experience key aspects of American pop culture.

### ESL 107 2 hours

#### Academic Listening Strategies

An intensive academic listening tutorial that prepares advanced level English language learners for American undergraduate-level lectures and classroom interactions through authentic listening texts.



**ESL 108** **2 hours**  
**Academic Reading Strategies**  
 An intensive academic reading tutorial that prepares advanced level students for college undergraduate-level reading requirements through attention to strategies for reading and using authentic texts.

**ESL 109** **2 hours**  
**Academic Presentation Skills**  
 ESL 109 provides instruction and practice in the speaking, organizational, and academic skills required to make successful academic presentations in American universities.

**ESL 110** **4 hours**  
**Academic Reading and Writing**  
 Through this course, students will be introduced to the world of academic reading and writing in an American university. Students will learn reading skills necessary to comprehend a text as well as strategies to manage a typical reading load for a university student. Students will also receive practice and instruction in composing many different forms of writing assignments found in American classrooms.

**ESL 111** **4 hours**  
**Academic Listening and Speaking**  
 This course provides students with the tools necessary to thrive in an American university, in and out of the classroom. Students will gain focused instruction and experience in speaking skills and listening skills through practical assignments that tailor the classroom experience to fit each student's academic interests and needs. Students will learn and practice classroom communication, group work, presentation skills, note-taking strategies, classroom lecture comprehension, and conversational listening.

**ESL 200** **3 hours**  
**Advanced Academic Language Skills**  
 This integrated skills course ensures that English Language Learners are equipped with the linguistic tools necessary to meet the demands of an American academic environment. Students will receive focused instruction and practice in advanced academic speaking, listening, reading, and writing through college-level books, lectures, film, and other forms of academic media.

**ESL 201** **3 hours**  
**The American Classroom**  
 This course prepares advanced students for the university classroom through content-based instruction that closely follows the curriculum format of Taylor University classrooms. Students will gain a broad perspective of historical, religious, and societal influences on American educational culture through lectures, class discussions, and practical assignments.

**ESL 202** **3 hours**  
**Academic English Preparation for Biblical Literacy**  
 Designed to prepare advanced English language learners for the academic rigors of Taylor University's Biblical literature courses (survey of the Old and New Testaments). It is not an introduction to the literature, content, and history of the Bible, but rather is a course that builds necessary academic reading, writing, listening, and study skills for success in these courses in subsequent semesters.

### Teaching English to Speakers of Other Languages (TESOL) Courses

**TSL 170** **1-4 hours**  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**TSL 201** **2 hours**  
**Introduction to the Field of Teaching ESOL**  
 This course discusses the role of the English language in the contemporary world and how language and culture shape human interactions and education in particular. It introduces English as a language system and overviews select second language acquisition theories and related methodologies. Includes 5 hours of TESOL/cross cultural experience. *Must be taken concurrently with TSL 202 (non-education majors) or TSL 203 (education majors). Offered fall/spring. Meets foundational core cross-cultural requirement.*

**TSL 202** **1 hour**  
**Introduction to the ESOL classroom**  
 Geared towards non-education majors, this course introduces elements of effective English language instruction in an ESOL (English for Speakers of Other Languages) classroom. Includes 3 hours of practical TESOL experience. *Must be taken concurrently with TSL 201. Offered fall and spring semesters*

**TSL 203** **1 hour**  
**Introduction to ESOL in American Public Schools**  
 Geared towards future teachers in American public schools, this course introduces elements of effective English language instruction in the P-12 classroom. It presents effective ways of scaffolding and making accommodations for English language learners in content- and standards-based instruction. Includes 3 hours of practical TESOL experience. *Must be taken concurrently with TSL 201. Offered fall and spring semesters.*

**TSL 210** **1 hour**  
**Teaching English Language Learners in the P-12 Classroom**  
 Intended for future US public school ESOL professionals, this course addresses English language learners (ELLs) in the P-12 classrooms. Investigates TESOL-related legislation and its effect on schools, students, and teachers, as well as types of ESOL programs used in US schools and their effectiveness. Studies effective advocacy, strategies for collaboration with families and non-ESOL colleagues and paraprofessionals, and helpful resources and services. *Prerequisite: EDU 150, TSL 201, and TSL 203. Offered spring semester.*

**TSL 211** **2 hours**  
**Teaching English Internationally**  
 An analysis of background issues in teaching English to speakers of other languages outside the US. Examines various contexts in which English is taught as a foreign or second language, and the range of professional opportunities. Investigates employment- and education-related laws and policies, student needs and goals, different types of language programs, and the impact of international English language proficiency examinations. Studies cultural variables impacting education, differing working conditions, and available culturally-appropriate teaching resources. *Offered fall semester of even years.*

**TSL 212** **1 hour**  
**Adult ESL Literacy Development**  
 Examines aspects of teaching literacy skills to adult ESL students such as refugees or immigrants with limited or interrupted education. *Prerequisites: TSL 201; and TSL 202 or 203. Offered fall semester of odd years.*

**TSL 270** **1-4 hours**  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**TSL 302** **3 hours**  
**Language and Culture**  
 Introductory course providing brief overview of phonology, morphology, syntax, semantics and pragmatics. Examines areas of phonetics and language variations (such as language and power, socioeconomic status, regionalisms, ethnicity, bilingualism, multilingualism, globalization) in more depth. *Prerequisites: TSL 201; and TSL 202 or 203.*

**TSL 303** **3 hours**  
**Methods of TESOL**  
 Teaching methods and techniques, curriculum development, educational technology and teaching language skills in TESOL settings. Examines aspects of planning, teaching, and evaluating in ESL settings. Includes a 15-20 hour field experience lab. *Prerequisites: TSL 201; and TSL 202 or 203.*

**TSL 304** **3 hours**  
**Second Language Acquisition**  
 Review of past and present language teaching methods and theories and issues in second language acquisition. *Prerequisites: TSL 201; TSL 202 or 203; TSL 302; and TSL 303.*

**TSL 305** **3 hours**  
**Pedagogical Grammar in TESOL**  
 Provides students with an understanding of selected grammatical structures and how to teach English grammar to students for whom English is not their first language. *Prerequisites: TSL 201; and TSL 202 or 203.*

**TSL 360** **1-4 hours**  
**Independent Study**  
 An individualized, directed study involving a specified topic.

**TSL 370** **1-4 hours**  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**TSL 393** **1-4 hours**  
**Practicum**  
 Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. *Offered primarily during summer.*

**TSL 450** **1-4 hours**  
**Directed Research**  
 Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.

**TSL 480** **1-4 hours**  
**Seminar**  
 A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.

**TSL 482** **1-2 hours**  
**Practicum in TESOL**  
 Supervised teaching experience totaling 80 hours in a TESOL setting. *Prerequisites: TSL 201, 302, 303, and 305.*

**TSL 490** **1-2 hours**  
**Honors**  
 Individualized study or research of an advanced topic within a student's major. *Open to students with at least a 3.00 GPA in the major field.*

## Notes

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# Psychology

**Chair, Professor M. Cosgrove (Fall 2017), Associate Professor D. Dungan (Spring 2018)**  
**Professors V. Maloney, S. Moeschberger, S. Snyder**  
**Assistant Professor L. McClelland**  
**Visiting Assistant Professor L. Edwards**

Psychology involves the systematic study of human behavior and the mental and physiological processes that underlie it. Each course seeks to integrate psychological data with major biblical beliefs. The aim of the department is to train Christian psychology students who upon graduation are prepared for further academic studies or professional responsibilities.

The Bachelor of Arts degree requires completion of two years of one foreign language. The Bachelor of Science degree must be combined with curriculum requirements in systems analysis. Psychology may also be selected as a concentration in the Social Studies Education major; for detailed curriculum, refer to **Social Studies Education** on page 105.

## Pre-Art Therapy (BA or BS)

Pre-Art Therapy is an interdisciplinary major offered jointly by the Psychology Department and the Art, Film, and Media Department. For program details, refer to **Pre-Art Therapy** on page 70.

## Psychology (BA)

The Bachelor of Arts degree with a major in Psychology requires two years of one foreign language and 44 major hours. All major courses must be completed with a grade of C- or better and are included in the major GPA.

### Major Requirements

PSY 100	3	Introductory Psychology
PSY 105	3	Foundations and Applications of Psychology
PSY 272	4	Introduction to Research Methods and Data Analysis
PSY 325	1	Career and Vocational Issues Seminar
PSY 495	3	Integration of Psychology and Christianity

Select one developmental course from the following:

PSY 240	3	Child Psychology
PSY 250	3	Life Span Development
PSY 340	3	Adolescent Psychology
PSY 350	3	Child and Adolescent Psychology

Select one personal course from the following:

PSY 300	3	Abnormal Psychology
PSY 305	3	Behavior Problems of Child and Adolescence
PSY 400	3	Theories of Personality
PSY 461	3	Fundamentals of Counseling

Select one biological course from the following:

PSY 395	3	Health Psychology
PSY 441	3	Physiological Psychology

Select one cognition or learning course from the following:

PSY 410	3	Motivation
PSY 411	3	Learning: Theory and Application
PSY 420	3	Cognition

Select two sociocultural courses from the following:

PSY 320	3	Multicultural Psychology
PSY 321	3	Social Psychology
PSY 357	3	Peace, Reconciliation, and Justice

Select 3 credit hours from the following:

PSY 345	3	Applied Research Lab
PSY 393	3	Practicum
PSY 450	3	Directed Research

### Electives

Select three psychology courses totaling at least 9 hours

## Psychology/Pre-Medicine Concentration (BA)

The Bachelor of Arts degree with a major in Psychology/Pre-Medicine concentration consists of two years of one foreign language and 92-94 major hours including the 44-hour major requirements listed above and the following 48-50 hours of Pre-Medicine concentration requirements. All major courses, including those in the concentration, must be completed with a grade of C- or better and are included in the major GPA.

### Concentration Requirements

#### Biology Courses

BIO 201	4	Biology I: Foundations of Cell Biology and Genetics
BIO 203	4	Principles of Genetics
BIO 312	4	Cellular and Molecular

Select one course from the following:

BIO 331	4	Comparative Anatomy
BIO 452	4	Animal Physiology

#### Chemistry Courses

CHE 211	4	College Chemistry I
CHE 212	4	College Chemistry II
CHE 311	4	Organic Chemistry I
CHE 312	4	Organic Chemistry II

#### Math Courses

MAT 230	4	Calculus II
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Select one option from the following:

MAT 151	4	Calculus I
MAT 145 <sup>†</sup>	3	Introduction to Functions and Calculus
and		
MAT 146 <sup>†</sup>	3	Functions and Calculus

<sup>†</sup>MAT 145 & 146 count as one option.

#### Physics Courses

PHY 203	4	General Physics I
PHY 204	4	General Physics II

#### Psychology Course (strongly recommended)

PSY 330	3	Applied Psychological Statistics
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## Psychology/Systems (BS)

The Bachelor of Science degree with a major in Psychology/Systems consists of the 44-hour major and curriculum requirements in systems analysis. All major courses, including systems curriculum courses, must be completed with a grade of C- or better and are included in the major GPA.

### Systems Curriculum Requirements

COS 120	4	Introduction to Computational Problem Solving
IAS 330	3	Human Relations in Organizations
MAT 151	4	Calculus I
SYS 101	3	Introduction to Systems
SYS 390	3	Information Systems Analysis
SYS 392	1	Systems Seminar
SYS 394	3	Information Systems Design
SYS 403	3	Operations Management

Select one course from the following:

COS 121	4	Foundations of Computer Science
COS 143	3	Interactive Webpage Design

Select one course from the following:

MAT 210	4	Introductory Statistics
MAT 352	4	Mathematical Statistics

Select one course from the following:

SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

Select one course from the following:

PSY 393	3-4	Practicum
SYS 393	3-4	Practicum

### Systems Electives

Select at least 3 hours of electives, in addition to those required in the major or systems:

MAT 382	3	Advanced Statistical Methods
MGT 201	3	Introduction to Business
SYS 214	3	Principles of Human Computer Interaction
SYS 310	3	E-Commerce
SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

\*Courses in both areas may count only once.

## Orphans and Vulnerable Children Minor

A minor in Orphans and Vulnerable Children requires 21 hours. All minor courses must be completed with a grade of C- or better and are included in the minor GPA.

### Minor Requirements

IAS 310	3	Philanthropy and Grant-Writing
PBH 110	3	Global Health
POS 327	3	International Law and Justice
PSY 305	3	Behavior Problems of Child and Adolescence
PSY 315	3	Working with Orphans and Vulnerable Children
PSY 393*	3	Practicum

Select one course from the following:

PSY 240	3	Child Psychology
PSY 250	3	Life Span Development
PSY 350	3	Child and Adolescent Psychology

\*Department may approve major field practicum to double-count in minor.

## Psychology Minor

A minor in Psychology requires 18 hours. All minor courses must be completed with a grade of C- or better and are included in the minor GPA.

### Minor Requirements

PSY 100	3	Introductory Psychology
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### Electives

Select an additional 15 hours\* of psychology electives.

\*Only one developmental class may be taken for the minor (PSY 240, 250, 340, or 350).

## Psychology Courses

**PSY 100** **3 hours**  
**Introductory Psychology**  
 An introduction to the subject matter and methods of psychology. Topics on human development, personality, learning, sensation, perception, motivation, emotion, mental health and social psychology are considered. *Meets foundational core general social science requirement.*

**PSY 105** **3 hours**  
**Foundations and Applications of Psychology**  
 An exploration of worldviews and philosophical views in psychology, current perspectives and ethical issues in psychology, and models of integration of psychology and Christianity. Self-reflection and development of a sense of calling/vocation in psychology are explored as the breadth and depth of the field are introduced. *Does not meet a foundational core requirement. Prerequisite: PSY 100 or instructor's permission.*

**PSY 125** **2 hours**  
**Intrapersonal Psychology**  
 The study of how to process the emotional dynamics of anger, guilt, anxiety and grief while becoming mature, emotionally integrated social beings.

**PSY 170** **1-4 hours**  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**PSY 210** **2 hours**  
**Ethics in Psychology**  
 A study of various models of ethics, with a desire to develop a Christian model. The Christian model is then applied to various issues in counseling, psychopathology, research, human development, law, and educational psychology. *Prerequisite: PSY 100.*

**PSY 220** **3 hours**  
**Sport Psychology**  
 This course investigates the interpersonal, societal, and cultural variables that surround athletics and sports in our contemporary culture. Topics include personality variables of the successful athlete; anxiety and arousal in sports, as well as strategies to assist in the control of these states; motivation; casual attributions for success and failure in athletes and coaches; the role of the direct and indirect contexts of sports and competition; and exercise psychology. *Prerequisite: PSY 100.*

**PSY 240** **3 hours**  
**Child Psychology**  
 This course deals with the subject matter of developmental psychology (cognitive, physical, and socio-emotional development) and also applies the subject matter to those actively working with children, including parents, teachers, coaches, etc. *Meets foundational core general social science requirement.*

**PSY 250** **3 hours**  
**Life Span Development**  
 This course is designed to provide a general overview of the developmental process in humans from conception through death and dying. Included is attention to the physical, cognitive psychosocial and spiritual developments. *Meets foundational core general social science requirement.*

**PSY 251** **1 hour**  
**Life Span Development: Adolescence, Adulthood, and Aging**  
 This course is designed to provide a general overview of the developmental processes in humans from adolescence through, adulthood, aging and the dying process. Included is attention to the physical, cognitive, psychosocial and spiritual developments. *Intended for majors and non-majors (e.g., Social Work, Christian Educational Ministries, Exercise Science) who have taken Child Psychology (PSY 240) or Child and Adolescent Psychology (PSY 350) but need a life span perspective as required by their program or as recommended for their future graduate school plans. The class meets with PSY 250 for the second half of the semester. Does not meet a foundational core requirement. Prerequisite: PSY 240 or 350.*

**PSY 260** **3 hours**  
**Applied Psychology**  
 An introduction to practical uses and applications of psychology. Topics cover a variety of fields of psychology (e.g., industrial/organizational psychology, educational psychology, clinical/counseling psychology) and applications within each field with different psychological degrees, developing a career identity that intersects with values and beliefs.

**PSY 270** **1-4 hours**  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**PSY 272** **4 hours**  
**Introduction to Research Methods and Data Analysis**  
 Research methods in psychology are studied and critiqued. Students are involved in practical research and writing assignments. Students will also cover an introduction to basic statistical procedures and tests. *Prerequisites: PSY 100 and 105.*

**PSY 300** **3 hours**  
**Abnormal Psychology**  
 A study of the nature, causes, and treatment of maladaptive behavior, with special consideration given to the symptoms and dynamics of psychological disorders. *Prerequisites: PSY 100 and 105 or instructor's permission.*

**PSY 305** **3 hours**  
**Behavior Problems of Children and Adolescents**  
 A study of major behavioral disorders, with emphasis on empirical research and clinical description, relative to etiology, assessment, prognosis, and treatment. Cultural influences on child and adolescent behavioral disorders will also be explored. *Prerequisite: PSY 240 or PSY 250 or PSY 350.*

**PSY 310** **3 hours**  
**Integration of Psychology and Christianity**  
 An examination of the relationship between psychology and Christian beliefs about human nature. Topics involve the presuppositions of modern psychology, the Christian view of the person, and tension areas between psychology and theology. *Prerequisites: PSY 100 and 105.*

**PSY 315** **3 hours**  
**Working with Orphans and Vulnerable Children**  
 This course provides a basic introduction to the study of orphans and vulnerable children (OVC). Significant attention will be given to researching effective programs and interventions that work with this population. A developmental framework will be used to understand and analyze programs and needs. *Meets foundational core civic engagement or general social science requirement. Prerequisite: PSY 240 or PSY 250 or PSY 350.*

**PSY 320** **3 hours**  
**Multicultural Psychology**  
 An introduction to the psychological development of differences in worldviews; cultural identity development; discrimination & racism; acculturation processes, and building multicultural skills and competence. The course provides students an opportunity to begin to build knowledge, skill, and awareness in serving, working, and/or being with individuals of different ethnic and cultural groups from a psychological and Christian worldview. The goal of this course is to facilitate self-reflection and self-growth among participants, preparing them to more critically, actively, and effectively participate in a diverse environment. *Prerequisites: PSY 100, 105, and 272 or instructor's permission.*

**PSY 321** **3 hours**  
**Social Psychology**  
 A study of how the thought, feeling, or behavior of individuals is influenced by the actual, imagined, or implied presence of others. Topics include social perception, conformity prejudice, aggression, attitudes and their change, affiliation, and altruism. *Prerequisites: PSY 100, 105, and 272 or instructor's permission.*

**PSY 325** **1 hour**  
**Career and Vocational Issues Seminar**  
 A career and vocational seminar with an emphasis on reading and discussion. *Prerequisites: PSY 100, 105, and 272; junior standing required.*

**PSY 330** **3 hours**  
**Applied Psychological Statistics**  
 Introductory course that surveys common statistical concepts in psychological research. It also examines and critiques the major research designs used in psychology today. *Prerequisites: PSY 100, 105, and 272.*

**PSY 331** **3 hours**  
**Biblical Psychology**  
 A survey of biblical teaching on the nature of the person, its relationship to emotional and behavioral problems, and solutions to those problems.

**PSY 340** **3 hours**  
**Adolescent Psychology**  
 This course deals with the problems of adolescent development and resulting issues, including peer pressure and conformity, adult-adolescent conflicts, cognitive changes, adjustments to physical changes, struggles with identity, etc. Contemporary issues, including drug and alcohol use, eating disorders, and teen sexuality are also discussed. The focus is on a practical application of research literature with an integration of biblical principles. *Meets foundational core general social science requirement.*

<b>PSY 341</b> <b>Neuroscience and the Soul</b> This course is a study of the human brain and the question of the existence of a soul or immaterial mind. Content to be studied will include areas of the brain related to this question of the existence of the soul. The course will study leading researchers in neuroscience as well as key experiments examining the issue. Parallel to this search on neuroscience, the class will also examine some philosophy, theology, and the biblical content in order to keep the larger question of the immortal soul in view.	<b>3 hours</b>
<b>PSY 345</b> <b>Applied Research</b> This lab experience allows students to apply their research and statistical skills on meaningful service learning projects. <i>Prerequisite: PSY 272. Prerequisite or Corequisite: PSY 330.</i>	<b>3 hours</b>
<b>PSY 350</b> <b>Child and Adolescent Psychology</b> This course surveys the characteristics of growth and development of children through adolescence, including physical, psychological, social, cognitive, and emotional aspects. School-related contemporary issues such as child abuse, drug and alcohol use, peer pressure, and teenage sexuality are discussed. <i>Meets foundational core general social science requirement.</i>	<b>3 hours</b>
<b>PSY 357</b> <b>Peace, Reconciliation, and Justice</b> This course provides a basic introduction to the role of psychology in helping to establish peaceful societies around the world. It will seek to integrate a Christian worldview with current trends in peacemaking, including topics such as forgiveness, reconciliation, and social justice. Attention will be given to ethnopoliitical conflicts from a multi-disciplinary perspective. <i>Prerequisites: PSY 100, 105, and 272 or instructor's permission.</i>	<b>3 hours</b>
<b>PSY 360</b> <b>Independent Study</b> An individualized, directed study involving a specified topic.	<b>1-4 hours</b>
<b>PSY 370</b> <b>Selected Topics</b> A course offered on a subject of interest but not listed as a regular course offering.	<b>1-4 hours</b>
<b>PSY 390</b> <b>Christian Marriage</b> A practical and applied course that integrates psychological literature and biblical teaching in the subject areas of the marriage relationship. These areas include marriage foundations, dating and engagement, premarital sexual behavior, singleness, mate selection, marriage success and satisfaction, love and infatuation, marriage roles, communication and conflict and divorce.	<b>3 hours</b>
<b>PSY 393</b> <b>Practicum</b> Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. <i>Offered primarily during summer.</i>	<b>1-4 hours</b>
<b>PSY 395</b> <b>Health Psychology</b> This course provides an overview of the research and practice of psychology as applied to health and health systems. Topics include the biopsychosocial model, personality and psychological issues related to health behaviors, stress and coping, patient-provider relationships, use of health services, pain management, chronic illness, advancing and terminal illness, heart disease, hypertension, stroke, diabetes, psychoneuroimmunology, aids, cancer and arthritis. Students also explore psychological issues related to personal health behavior change.	<b>3 hours</b>
<b>PSY 400</b> <b>Theories of Personality</b> A study of the major current systematic psychological theories of personality. Consideration is given to their underlying assumptions and usefulness for research and therapeutic practice. <i>Prerequisites: PSY 100, 105, and three additional hours in psychology or social work.</i>	<b>3 hours</b>
<b>PSY 410</b> <b>Motivation</b> This course is designed to provide a theoretical, Christian, practical understanding of motivation. Motivation is addressed by looking at its historical development and models of volition, affection, intellect, and biology. <i>Prerequisites: PSY 100 and six additional hours in psychology or instructor's permission.</i>	<b>3 hours</b>
<b>PSY 411</b> <b>Learning: Theory and Application</b> The study of major learning theories and their application to advertising, education, counseling, and daily problems of life. <i>Prerequisite: PSY 100 and 105.</i>	<b>3 hours</b>
<b>PSY 420</b> <b>Cognition</b> The scientific study of the cognitive functions of memory, attention, perception, learning styles, imagery, decision making, problem solving, and metacognition, with application for implementing this information. <i>Prerequisites: PSY 100, 105, and six additional hours in psychology.</i>	<b>3 hours</b>
<b>PSY 422</b> <b>Psychological Testing</b> A study of the principles of psychological testing, considering both the theoretical and practical foundations underlying the construction, use, and interpretation of various psychometric instruments. The student is given opportunity to administer, score, and interpret selected instruments. <i>Prerequisites: PSY 100, 105, and 330.</i>	<b>3 hours</b>
<b>PSY 435</b> <b>Applied Advanced Psychological Statistics</b> The course provides students with knowledge of statistical methods, how to effectively use them in real world settings doing meaningful projects and when to use the methods based on the data and research design that is utilized. The SPSS statistical package is integrated into the structure of the course content that includes Repeating Measures ANOVA; multiple comparison tests; Two-Way and Three-Way ANOVA Independent groups; One-Way and Two-Way ANCOVA; Simple and Multiple Regression; One-Way, Two-Way, and Mixed factors MANOVA; Point Biserial Correlation; statistics for validity and reliability; Path Analysis; and effect sizes that these statistics tests. <i>Prerequisite: PSY 330.</i>	<b>3 hours</b>
<b>PSY 441</b> <b>Physiological Psychology</b> A study of the neurophysiology underlying human behavior. Emphasis is given to central nervous system mechanisms that mediate sensation, consciousness, learning, motivation, and emotional behavior.	<b>3 hours</b>
<b>PSY 450</b> <b>Directed Research</b> Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.	<b>1-4 hours</b>
<b>PSY 461</b> <b>Fundamentals of Counseling</b> An analysis of the major theories and approaches to counseling, correlating them with counterpart theories of personality and learning. Each major theory is dealt with in the light of biblical revelation. As a result, the student is encouraged to formulate a tentative theory of counseling consistent with biblical truth. <i>Prerequisites: PSY 100 and 105 or instructor's permission.</i>	<b>3 hours</b>
<b>PSY 480</b> <b>Seminar</b> Required for senior psychology majors with an emphasis on directed readings and discussion. <i>The content of the readings and discussions will focus on integrative material in the discipline, as well as contemporary issues confronting not only professional psychologists, but lay persons as well. Offered January interterm.</i>	<b>3 hours</b>
<b>PSY 490</b> <b>Honors</b> Individualized study or research of an advanced topic within a student's major. <i>Open to students with at least a 3.00 GPA in the major field.</i>	<b>1-2 hours</b>
<b>PSY 495</b> <b>Integration of Psychology and Christianity</b> An examination of the relationship between psychology and Christian beliefs about human nature. Topics involve the presuppositions of modern psychology, the Christian view of the person, and tension areas between psychology and theology. <i>Prerequisites: PSY 100, 105, and completion of 38 total hours in the major.</i>	<b>3 hours</b>

# Social Work

**Chair, Professor C. Harner**  
**Assistant Professor D. Stiles**  
**Visiting Assistant Professor J. Kendall**

Social work is one of the major human service professions focused on enhancing the social functioning of individuals, families, groups, organizations and communities. Services are provided to all people with particular emphasis on disadvantaged populations. A variety of practice settings, including hospitals, family and children's service agencies, schools, residential facilities, healthcare facilities, home-based services, business and industry, mental health agencies and developmental disabilities agencies are used as service learning experiences.

The goals of the Taylor Social Work program are to: (1) prepare baccalaureate level social workers for beginning-level generalist practice including formal and informal lifelong learning; (2) integrate Christian values with professional values to challenge worldviews, personal beliefs and societal constructs; and (3) to globalize student perspectives and sensitize circles of influence to issues and experiences of diverse, vulnerable and marginalized population groups in an effort to advance social justice. The Social Work curriculum includes five content areas: human behavior and the social environment, practice, policy, research and field instruction.

Taylor's Social Work program is accredited by the Council on Social Work Education (CSWE) and offers a Bachelor of Arts (includes language requirement) or Bachelor of Science degree in Social Work. Graduates are prepared to apply for state credentialing (licensure, certification, or registration) as a beginning-level social work practitioner in most states.

## Program Entrance and Graduation Requirements

Entry into Taylor's Social Work education program begins during the sophomore year when students:

1. Satisfactorily complete the pre-entry courses—SWK 200 and 225; SOC 100 or 210; and PSY 100.
2. Complete a minimum of 30 hours of volunteer experience, preferably at a social services agency.
3. Receive the approval of the social work education department.

Attainment of a minimum 2.50 GPA is required in the Social Work major.

## Social Work (BA or BS)

The Bachelor of Arts and Bachelor of Science degrees are offered in Social Work. Students considering work in areas that are bilingual are encouraged to take appropriate language courses. The Bachelor of Arts degree requires two years of one foreign language. Students in the Social Work major are expected to complete a minimum of 75 major hours. *All major courses must be completed with a grade of C- or better and are included in the major GPA.*

### Major Requirements

PSY 100	3	Introductory Psychology
PSY 250	3	Life Span Development
PSY 300	3	Abnormal Psychology
SOC 220	3	Ethnic and Minority Issues
SOC 250	2	Principles of Research and Analysis
SOC 350	3	Social Research Methods
SOC 355	3	Applied Social Statistics
SWK 200	3	Explorations in Social Work
SWK 225	3	Diversity and the Disenfranchised
SWK 351	3	Social Work Process and Practice I
SWK 354	3	Social Work Process and Practice II
SWK 355	3	Helping Troubled Families
SWK 362	3	Social Policy
SWK 441	3	Human Behavior and the Social Environment
SWK 451	3	Social Work Process and Practice III
SWK 452	3	Advanced Social Work Practice
SWK 482	2	Integrative Social Work Seminar
SWK 492	12	Senior Practicum

Select one course from the following:

SWK 393	4	Junior Practicum
SWK 395	4	International Practicum

Select one course from the following:

BIO 106	4	Human Biology
BIO 244	4	Human Anatomy and Physiology I

Select one course from the following:

SOC 100	3	Introduction to Sociology
SOC 210	3	Contemporary Social Issues

### Electives

Select one social work elective from:

SWK 320	3	Unleashing the Oppressed
SWK 340	3	Working with Children
SWK 380	3	Understanding Suffering, Grief, and Loss

*Complete and document 30 hours of volunteer experience by the end of sophomore year.*

## Social Work Courses

### SWK 170 1-4 hours

#### Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

### SWK 200 3 hours

#### Explorations in Social Work

This course intends to assist the prospective social worker in gaining awareness and understanding of basic tenets of the social work profession, Code of Ethics, guiding principles and values, and of practice settings. Throughout the course, students are given the opportunity to explore their interest in and potential for a career in social work. The course will also assist students in understanding social welfare systems and their development, and how social welfare policy affects people across the globe. As students learn about the various social issues that social workers help to change, students will explore how their Christian faith commands their reflection and action in tackling these issues.

### SWK 225 3 hours

#### Diversity and the Disenfranchised

A hybrid course integrating theory and application of concepts through case study dealing with issues related to diversity, oppression, discrimination, human rights, and social justice. Dimensions related to women's issues, immigration and acculturation, religion and spirituality, social class, and sexual orientation will be explored.

### SWK 270 1-4 hours

#### Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

### SWK 320 3 hours

#### Unleashing the Oppressed

This course is designed to provide the student with the necessary knowledge, values and skills to empower people who fall into "at-risk population" groups. Those groups who are at-risk for prejudice and discrimination typically include mental disability, developmental disability, sexual orientation, women, elderly, and religious diversity. Service-learning component provides interaction with a variety of community-based agencies. *Meets foundational core civic engagement or general social science requirement. Open to all students.*

**SWK 340** **3 hours**  
**Working with Children**  
 This course is a social work elective that is designed to provide an overview of the broad field of child welfare. Topics include the role of the family in the care of children, the history and current state of care of children, current problems such as child abuse and neglect, the impact of poverty and diversity in the well-being of children, and responses to children in need such as foster care, adoption, residential programs, the courts and school-based services. Application is made through readings, experiential activities, agency visits and guest speakers. A service learning component provides interaction with community-based agencies. *Open to all students. Offered fall semester of odd years.*

**SWK 351** **3 hours**  
**Social Work Process and Practice I**  
 First in a 4-course practice sequence designed to provide the student with the necessary knowledge, values for ethical decision making and skills for successful practice with individuals at the generalist social work practitioner level. Develops understanding of the nature and process of social work practice, principles and techniques of the planned change process. Develops students' ability for self-awareness and for understanding the nature of clienthood. *Prerequisites: CAS 110 or 120; SWK 200; SOC 100; PSY 100. Open to social work majors only. Offered fall semester.*

**SWK 354** **3 hours**  
**Social Work Process and Practice II**  
 Second in the 4-course practice sequence. Enables further development of generalist social work skills with various client systems. Areas of group dynamics, ethical issues, developmental levels and diversity are emphasized. Participation in a group experience is required. *Prerequisite: SWK 351. Offered spring semester.*

**SWK 355** **3 hours**  
**Helping Troubled Families**  
 Introduces family systems theory, as well as the history and development of family interventions. Presents the major approaches of working with families and provides the opportunity to role play application of these approaches. *Open to all students. Offered fall semester.*

**SWK 360** **1-4 hours**  
**Independent Study**  
 An individualized, directed study involving a specified topic.

**SWK 362** **3 hours**  
**Social Policy**  
 Expands upon the concepts developed in Social Welfare and Public Policy to include social welfare policies that exist in today's society and how they impact those most dependent on social programs. Examines social programs in light of the problems they address, the service they provide, and their effectiveness. Addresses contemporary social issues in light of public funding decisions. *Prerequisite: SWK 225. Offered spring semester.*

**SWK 370** **1-4 hours**  
**Selected Topics**  
 A course offered on a subject of interest but not listed as a regular course offering.

**SWK 380** **3 hours**  
**Understanding Suffering, Grief, and Loss**  
 Provides a basic introduction to crucial issues related to suffering and affliction, both self-imposed and those related to the human condition. Bereavement, grief and loss across the life span will be explored. Contemporary issues related to death and dying and the roles of social institutions and services to persons affected by suffering, death and loss will be covered. Issues will be examined based on difference in gender, culture, ethnicity and religion and in light of historic and contemporary Christian faith. *Open to all students. Offered spring semester of odd years.*

**SWK 393** **4 hours**  
**Junior Practicum**  
 Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. *Students spend time in a social work setting learning how an agency functions, how professional social work practice is implemented, and how the professional interacts within an agency. Pass/fail only. Practicum course credit requires 140 hours of observation and practice. Prerequisites: SWK 351, junior status, and approval of the Junior Practicum coordinator. Offered January interterm.*

**SWK 395** **4 hours**  
**International Practicum**  
 During the January interterm of the junior or senior year, students would spend time in an international social work setting gaining knowledge of social work in a different country. They learn how an agency functions, how social work practice is implemented abroad, and specific needs within another culture. This practicum opportunity provides 140 hours of field lab work. *Class fee assessed to cover travel and in country experience. Prerequisites: SWK 351 and permission of Director of Social Work. Pass/fail only.*

**SWK 441** **3 hours**  
**Human Behavior and the Social Environment**  
 This course serves as a capstone course for the human behavior in the social environment sequence in the social work major. The primary purpose of this course is explore the question, "Why do people behave as they do?" This question will be explored from a multi-dimensional systems social work perspective. It is designed to prepare students for multi-dimensional assessments that will be required for the senior field placement and generalist practice after graduation. *Prerequisites: PSY 250; BIO 244; SWK 362 and 354. Offered fall semester.*

**SWK 450** **1-4 hours**  
**Directed Research**  
 Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.

**SWK 451** **3 hours**  
**Social Work Process and Practice III**  
 The third in the 4-course generalist social work practice sequence. This course integrates social work practice, intervention and professional skills with regards to intervention and assessment at the organizational and community level. The course also focuses on macro social work practice, community organizing and development. Students will also participate in a grant writing project as they begin to develop grant writing and fundraising know-how and skills. As in the other courses in the practice sequence in our social work program, there will be a focus on the integration of micro, mezzo, and macro skills to empower students for effective generalist social work practice. *Prerequisite: SWK 354. Offered fall semester.*

**SWK 452** **3 hours**  
**Advanced Social Work Practice**  
 Last in the 4-course sequence for developing generalist practice skills. The professional helping relationship and interview process are emphasized. Simulated client-worker situations provide opportunities to practice skills. Employment interviews and strategies are also discussed. Beginning-level professional writing skills are developed through documentation exercises. *Prerequisite: SWK 354. Offered fall semester.*

**SWK 480** **1-4 hours**  
**Seminar**  
 A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.

**SWK 482** **2 hours**  
**Integrative Social Work Seminar**  
 A seminar class taken by all social work majors during interterm of the senior year. The focus is holistic integration of: (1) faith and the social work profession; (2) self and the social work profession; (3) liberal arts education and the knowledge and practice of social work; (4) self- and civic-mindedness; and (5) self as global citizen. Students begin to develop the CSWE content portion of their professional portfolio. Focused presentations are conducted with regard to stress and time management and burnout prevention. *Pass/fail only.*

**SWK 490** **1-2 hours**  
**Honors**  
 Individualized study or research of an advanced topic within a student's major. *Open to students with at least a 3.00 GPA in the major field.*

**SWK 492** **12 hours**  
**Senior Practicum**  
 A professional semester of supervised field practicum in a social work setting; 480 hours required. *Prerequisite: Completion of all required courses in the social work major. Offered spring semester.*

## Notes



# Sociology

Chair, Professor M. Jessup  
Professors S. Bird, R. Priest

It is the goal of the Sociology Department to prepare students for graduate study, employment and effective Christian participation in a variety of social settings ranging from the family and peer groups to churches and large multinational corporations.

Sociology concentrates attention on the basic processes of social interaction that result in human personality and society. The behavior of humans in groups and organized systems such as the family, work, and government is studied. Sociology also looks at the way human behavior is regulated and standardized around major societal values as compared with biblical standards and values.

The Sociology major has four different emphases to allow students to learn the sociological insights and methods that will be most appropriate for their future plans. Three of the emphases are interdisciplinary, which allows the student to focus on an area of study (Urban, Family, or Policy Issues) rather than a specific academic field. For many students, the sociology major provides an attractive mechanism for double majoring. Since the credit requirement is relatively low and the sociology content allows students to connect the reality of social life to insights from other majors, a double major provides practical utility, expanded employment possibilities and greater intellectual cross-disciplinary development.

## Sociology (BA)

The Bachelor of Arts degree with a major in Sociology requires two years of one foreign language and 38-39 hours in the major, including a 20-hour core and an 18-19-hour concentration. *All major courses, including those in the concentration, must be completed with a grade of C- or better and are included in the major GPA.*

### Major Requirements

SOC 250	2	Principles of Research and Analysis
SOC 350	3	Social Research Methods
SOC 355	3	Applied Social Statistics
SOC 493	2	Sociology Integrative Seminar
SOC 498	1	Sociology Senior Thesis

Select one course from the following:

SOC 361*	3	History of Social Thought
SOC 365*	3	Contemporary Social Thought

### Electives

Select two additional 3 credit 100- or 200-level sociology or anthropology courses:

\*Courses in more than one area may count only once.

In addition, the major requires 18-19 hours in one of the following concentration areas:

### Family Studies

This concentration focuses on understanding human behavior through the family life cycle. Students interested in working with families through churches, social service agencies or other venues might be particularly interested in this emphasis.

#### Concentration Requirements

SOC 340	3	Sociology of Children and Families
SOC 381	3	Marriage and Family Systems
SWK 340	3	Working with Children
SWK 355	3	Helping Troubled Families

Select one course from the following:

SOC 393	1	Practicum
SOC 450	1	Directed Research

### Electives

Select 3 credit upper-division (300/400 level) sociology elective

Select one elective course from:

CAS 382	3	Family Communication
PSY 240	3	Child Psychology
PSY 250	3	Life Span Development
PSY 340	3	Adolescent Psychology
PSY 390	3	Christian Marriage
YMI 221	3	Ministry to Youth

### Justice Studies

#### Concentration Requirements

JUS 100	3	Introduction to Criminal Justice
JUS 320	3	American Policing
JUS 340	3	Crime Prevention and Control
JUS 342	3	Criminology

### Electives

Select two elective courses from:

JUS 200	3	Correctional Chaplaincy
JUS 230	3	Restorative Justice
SOC 315	3	Social Inequality and Stratification
SOC 381	3	Marriage and Family Systems
SOC 410	3	Community and Urban Affairs

### Policy Studies

This concentration provides an interdisciplinary consideration of policies and social programs from organizational, governmental and private agency perspectives. Students interested in the development or implementation of programs or policies at for-profit or nonprofit organizations, service agencies, churches, or government offices might be particularly interested in this emphasis.

#### Concentration Requirements

SOC 315	3	Social Inequality and Stratification
SOC 420	3	Organizational Policies and Programs
POS 331	3	Public Policy
SWK 362	3	Social Policy

Select one course from the following:

SOC 393	1	Practicum
SOC 450	1	Directed Research

### Electives

Select one elective course from:

CAS 411	3	Communication in Organizations
ECO 202	3	Principles of Macroeconomics
IAS 330	3	Human Relations in Organizations
MGT 352	3	Management Analysis and Practice
SWK 225	3	Diversity and the Disenfranchised

Select 3 credit upper-division (300/400 level) sociology elective

Sociology requirements continued on next page

### Sociological Studies

This emphasis is a traditional sociology major that allows students to maintain greater flexibility in their course scheduling and also maximize the sociological focus of their studies. Students interested in pursuing graduate work in sociology or having greater flexibility in course scheduling might be particularly interested in this emphasis.

#### Concentration Requirements

Select one course not taken in the core from the following:

SOC 361*	3	History of Social Thought
SOC 365*	3	Contemporary Social Thought

Select one course from the following:

SOC 393	1	Practicum
SOC 450	1	Directed Research

Select an additional 3 hours from any combination of:

SOC 393	1-4	Practicum
SOC 450	1-4	Directed Research

Study in an approved off-campus program.

#### Electives

Select four 3 credit upper-division (300/400 level) sociology electives

\*Courses in more than one area may count only once.

### Urban Studies

This concentration area offers students the opportunity to learn about urban life through classroom study and field experience. Students interested in addressing urban needs through service agencies, churches or government offices might be particularly interested in this emphasis.

#### Concentration Requirements

SOC 315	3	Social Inequality and Stratification
SOC 410	3	Community and Urban Affairs

Select one course from the following:

SOC 393	1	Practicum
SOC 450	1	Directed Research

Select 6 hours in an approved urban program.

#### Electives

Select 3 credit upper-division (300/400 level) sociology elective

Select one elective course from the following:

SUS 200	3	Environment and Society
SWK 320	3	Unleashing the Oppressed

## Sociology/Systems (BS)

The Bachelor of Science degree with a major in Sociology/Systems consists of the 38-39 hours of Sociology major requirements and curriculum requirements in systems analysis. All major courses, including systems curriculum courses, must be completed with a grade of C- or better and are included in the major GPA.

#### Systems Curriculum Requirements

COS 120	4	Introduction to Computational Problem Solving
IAS 330	3	Human Relations in Organizations
MAT 151	4	Calculus I
SOC 355	3	Applied Social Statistics
SYS 101	3	Introduction to Systems
SYS 390	3	Information Systems Analysis
SYS 392	1	Systems Seminar
SYS 394	3	Information Systems Design
SYS 403	3	Operations Management

Select one course from the following:

COS 121	4	Foundations of Computer Science
COS 143	3	Interactive Webpage Design

Select one course from the following:

SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

Select one course from the following:

SYS 393	3-4	Practicum
SOC 393	3-4	Practicum

#### Systems Electives

Select at least 3 hours of electives, in addition to those required in the major or systems:

MAT 382	3	Advanced Statistical Methods
MGT 201	3	Introduction to Business
SYS 214	3	Principles of Human Computer Interaction
SYS 310	3	E-Commerce
SYS 401*	3	Operations Research
SYS 402*	3	Modeling and Simulation

\*Courses in both areas may count only once.

## Sociology Minor

The Sociology minor requires 18 hours. All minor courses must be completed with a grade of C- or better and are included in the minor GPA.

#### Minor Requirements

Select one course from the following:

SOC 100	3	Introduction to Sociology
SOC 210	3	Contemporary Social Issues

Select one course from the following:

SOC 361	3	History of Social Thought
SOC 365	3	Contemporary Social Thought

#### Electives

Select 12 hours of sociology electives.

## Sociology Courses

### SOC 100 3 hours

#### Introduction to Sociology

A study of the principles and concepts of sociology in the context of present day social systems. Attention is given to major contemporary analyses of social events, processes, and institutions. *Meets foundational core civic engagement or general social science requirement. Offered fall semester.*

### SOC 110 3 hours

#### Introduction to Global Societies

This course explores the nature of contemporary societies around the world by considering societal stages and development, cultural and social structural aspects of societies, international inequality, and globalization. *Offered spring semester.*

### SOC 170 1-4 hours

#### Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

### SOC 200 3 hours

#### Cultural Anthropology

An introduction to the principles of cultural anthropology, including the analysis of major anthropological theories and concepts and an examination of social institutional arrangements in small-scale societies. *Meets foundational core civic engagement or general social science requirement.*

### SOC 210 3 hours

#### Contemporary Social Issues

An introduction to the study of social problems from several perspectives. Problems in areas such as drug abuse, crime, education, and the family are examined in the light of basic principles of sociology. *Meets foundational core civic engagement or general social science requirement. Offered fall semester.*

### SOC 220 3 hours

#### Ethnic and Minority Issues

An analysis of inter-group relations in the United States. Topics include a consideration of the mechanisms of group interaction between dominant and subordinate groups and the experiences and histories of the primary minority groups in the United States. *Meets foundational core civic engagement or general social science requirement. Offered spring semester.*

### SOC 250 2 hours

#### Principles of Research and Analysis

Intended to prepare students to effectively make sense of the bewildering variety of numbers available in contemporary societies about people, organizations, and social outcomes, this course is an introduction to the key principles of social measurement and basic ways numbers are used to represent patterns in the social world. *Offered fall semester.*

### SOC 270 1-4 hours

#### Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

### SOC 310 3 hours

#### Religion and Society

An examination of the cultural and structural influences that guide the forms religion takes in society and the processes through which religious ideas, behaviors, and institutions are constructed. Attention is given to the sociological theory and research that underlies religious behavior. *Meets foundational core general social science requirement. Offered periodically.*

### SOC 315 3 hours

#### Social Inequality and Stratification

This course examines the social systems (cultural and structural) that determine outcomes in wealth, power and social prestige. The primary focus is on class systems. *Meets foundational core cross-cultural requirement as well as civic engagement or general social science requirement. Offered spring semester.*

### SOC 330 3 hours

#### Social Change and Social Movements

This course focuses on the basic premises of social change including the evolutionary, conflict and cyclical theories of social change, and the organized activities of collective behavior and social movements that encourage or discourage social change. Special attention is given to the theoretical contributions of the structural strain, resource mobilization and social constructionists' perspectives. *Meets foundational core general social science requirement. Offered periodically.*

### SOC 340 3 hours

#### Sociology of Children and Families

This course examines the sociological foundations of childhood including family formation, childhood socialization and the changing cultural significance of children. This course also examines the divergent roles, styles and functions of parenting. *Offered fall semester of every other year (alternates with SOC 381).*

### SOC 350 3 hours

#### Social Research Methods

An exploration of the primary methods of social research and data collection. Topics include defining a research question and design, and data collection from operationalization to data entry. *Prerequisite: SOC 250. Offered fall semester.*

### SOC 355 3 hours

#### Applied Social Statistics

An introduction to statistical analysis for social research issues. The course focuses on the uses of statistics, choosing appropriate statistics for a given problem and interpreting statistical output. *Meets foundational core mathematics requirement. Prerequisite: SOC 250. Offered spring semester.*

### SOC 360 1-4 hours

#### Independent Study

An individualized, directed study involving a specified topic.

### SOC 361 3 hours

#### History of Social Thought

Primary emphasis is placed upon the contributions of sociologists since the time of Comte. The writings and concepts of leading sociologists in both Europe and America are studied. *Meets foundational core general social science requirement. Offered fall semester of every other year (alternates with SOC 365).*

### SOC 365 3 hours

#### Contemporary Social Thought

An analysis of social theory as it is practiced today. Building on the classical works of Marx, Durkheim, Weber, Simmel and Mead, this course focuses on how modern sociologists have incorporated the classical writers to explain social developments. Special attention is given to postmodernists, social constructionists, functionalists, neo-Marxists, neo-Weberians and leading feminist thinkers. *Meets foundational core general social science requirement. Offered fall semester of every other year (alternates with SOC 361).*

### SOC 370 1-4 hours

#### Selected Topics

A course offered on a subject of interest but not listed as a regular course offering.

### SOC 381 3 hours

#### Marriage and Family Systems

A study of the changing state of family systems in America. The course also examines how work, social class, ethnicity and gender affect family structure and function. *Meets foundational core general social science requirement. Offered fall semester of every other year (alternates with SOC 340).*

### SOC 393 1-4 hours

#### Practicum

Supervised learning involving a first-hand field experience or a project. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience. *Offered primarily during summer.*

### SOC 410 3 hours

#### Community and Urban Affairs

Consideration of problems relating to community structure, development and process, beginning with a historical overview of the development of cities. Special emphasis is placed upon the interrelationships of various groupings within communities, particularly within the urban scene. A field trip to a major urban center provides "hands-on" learning. *Meets foundational core civic engagement or general social science requirement. Offered spring semester.*

### SOC 420 3 hours

#### Organizational Policies and Programs

A study of the social dynamics that guide and shape organizations in modern societies. The class prepares students to see and work with the structures of organizations like the church, government agencies, for-profit companies and nonprofits. The focus is on the application of organizational theories to organizational settings and includes projects on the development of organizational programs. *Offered periodically.*

### SOC 450 1-4 hours

#### Directed Research

Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.

### SOC 480 1-4 hours

#### Seminar

A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.

**SOC 490****1-2 hours****Honors**

Individualized study or research of an advanced topic within a student's major. *Open to students with at least a 3.00 GPA in the major field.*

**SOC 493****2 hours****Sociology Integrative Seminar**

This course provides students with the opportunity to approach the field of sociology holistically and integrate faith and sociological insight. *Offered spring semester.*

**SOC 498****1 hour****Sociology Senior Thesis**

Students will complete a senior thesis that demonstrates an ability to apply sociological perspective through a theoretical or methodological analysis of a sociological topic they have chosen. *Offered spring semester.*

## Notes

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# Admissions

## Application Process

The application process at Taylor University is more than paperwork. Through this process, students are invited to join Taylor's intentional Christ-centered community, developing minds for relentless discovery and a vision for engaging the world.

## Application Procedures

Students may apply to Taylor University any time after the completion of their junior year of high school, but should apply early in the academic year preceding their desired enrollment. Application materials may be requested by phone, via email at [ADMISSIONS@TAYLOR.EDU](mailto:ADMISSIONS@TAYLOR.EDU), or by writing the Office of Admissions, Taylor University, 236 West Reade Avenue, Upland, IN 46989. Students may also apply online at <http://www.taylor.edu/admissions>.

## Application Review

The application review is intended to evaluate the whole person in the process. We look to see first and foremost if a student has articulated having a personal relationship with Jesus Christ. We assess high school academic information to ensure a student is not being set up to fail in this rigorous collegiate academic environment. Each component of the application file is thoroughly reviewed by the admissions office prior to offer of enrollment.

## Secondary School Preparation

Applications to Taylor University should graduate from an accredited secondary school and present satisfactory aptitude test scores. Applicants should pursue a challenging college preparatory course load, including four years of English, a minimum of three years of math, a minimum of three years of laboratory science, and two years of social science. Two years of a foreign language are recommended.

Required credentials include the application form, a personal statement of faith, official high school transcript (GED may also be accepted), a Christian character reference, and aptitude test scores (either SAT or ACT). For test scores to be considered official, they must be sent to the Admissions Office either through a high school guidance counselor or from the College Entrance Examination Board or the American College Testing Service. An official campus visit and personal interview are essential components of the decision making process.

## Decisions and Notification

The Admissions Office works to evaluate an application and send decision notification to a student within a month of receiving a completed application file.

Based on the evaluation of the application, a student will receive one of three types of notifications:

**Standard Notification of Acceptance** offered to those found to be a good fit for the institution.

**Provisional Acceptance** for those who may be a good fit for the institution yet need some support to help ensure academic success.

**Denial of Admission** is possible if a student's success at Taylor is in question.

Details regarding decision making and notification may be obtained from the Executive Director of Admissions.

## Provisional Acceptance

This admissions classification is for applicants who, because of unusual circumstances, do not meet the minimum academic standards for regular admission. Students admitted under this classification must earn a minimum GPA of 1.70 during the first year as a full-time student in order to remain at Taylor. Students accepted under this classification are given a prescribed schedule (less than 15 hours) and are assigned an advisor from the Academic Enrichment Center. Please contact the Admissions Office for additional information.

## Matriculation Deposit

Matriculation deposits are required for the following terms:

- **Fall**

All applicants accepted for the fall semester are required to submit a \$200 matriculation deposit (\$150 toward tuition and \$50 housing deposit) that secures the student's place in the student body and begins the housing process. Students not living in university housing must submit a \$150 matriculation deposit. All new students are required to live on campus unless they are commuting from their parents' home. The matriculation deposit deadline for fall admission is May 1. A new or readmitted student who cancels prior to May 1 will receive a full refund.

- **Spring**

Students applying for the spring semester may pay their \$200 matriculation deposit any time after they have been accepted. A new or readmitted student who cancels prior to November 1 will receive a full refund.

- **Summer**

Students enrolling for summer school may pay their matriculation deposit of \$20 upon notification of acceptance. A new or readmitted student who cancels prior to the first day of classes will receive a full refund.

All refund requests must be submitted in writing.

## **International Students**

International students desiring admission should provide the following for consideration:

- TOEFL score of at least 550 on the paper-based test or 213 on the computer-based test. Scores must not be more than two years old. When registering, students should indicate code 1802 to have the scores sent directly to Taylor. The TOEFL may be waived if the student is a citizen of Great Britain, Australia, Canada, New Zealand, or the British West Indies, or if the student has studied in one of the above-mentioned countries or in the United States within the last two years and has a good academic record.
- Certificate showing completion of secondary school, including the results of any examinations. Official English translations of the certificates are required.
- SAT or ACT scores. These scores are recommended for students who wish to be considered for merit scholarships. They are also used to determine proficiency requirements in math, reading, and writing.

An application will not be evaluated until the student submits a completed application (including essays), completed recommendation forms, official academic records and test scores, TOEFL scores, an affidavit of support, and a signed Life Together Covenant.

International students have to show evidence of financial support before full acceptance can be granted. The Form I-20 will not be issued until documentation showing sources of financial support is submitted. International students may work on campus part time during the academic year; however, the income generated will not be sufficient to cover education costs.

## **Transfer Students**

Transfer students must submit the transfer application form, a high school transcript, a pastor's recommendation, an official transcript from each institution previously attended, and the Transfer Verification Form, which includes a request for a report of good standing from the last college attended. Generally, a B- average is required. In addition, standardized test scores are required to determine proficiencies in math, reading, and writing.

For information regarding the transfer of credit to Taylor University, refer to **Transfer Credit Policy** on page 27.

## **Advanced Placement and Credit by Examination**

For information, refer to **Advanced Placement and Credit by Examination** on page 23.

## **Credits-in-Escrow**

Junior and senior high school students may enrich and expand their educational experiences by enrolling at Taylor University on a space available basis for the fall and spring semesters. Students may take one or two classes per semester. Full college credit is awarded for all courses satisfactorily completed according to the University's established requirements and procedures. Escrow credits earned at Taylor may be transferred to other colleges and universities.

## **Guest Status**

Students are considered guests when they are not seeking a degree from Taylor University and fall into one of the following categories:

- Students who desire to take one or two courses at Taylor for the specific purpose of transferring the credit earned to another institution.
- High school students who wish to take college courses and apply these hours to credits-in-escrow.
- Students who attend one of the Christian College Consortium schools and desire to complement their preparation with course work at Taylor.
- Individuals who wish to take one or two courses solely for the purpose of self-improvement.

Guest students may earn no more than 24 credit hours with this status. Transfer credit is not accepted while the student holds guest status. Students who wish to apply credits toward a degree must apply for regular admission to the University through the Office of Admissions.

# Athletics

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The University recognizes and accepts the educational, social, and promotional impact the athletic program has on the institution and its constituency. Athletics is an integral part of the “whole person” education at Taylor University. The athletic program complements the institution in its mission “to develop servant leaders marked with a passion to minister Christ’s redemptive love and truth to a world in need.”

The total development of the student athlete is paramount in the organization and implementation of the athletic program. Participation in intercollegiate athletics provides an arena whereby the student athlete may be developed, tested, and encouraged to achieve maximum physical, emotional, intellectual, and spiritual potential. The goal, through competition, is to assist and support student athletes in their understanding of a Christian response to a fundamental human experience.

The Taylor University philosophy of athletics is framed within the following understandings:

1. The athletic department is staffed by those who articulate and evidence a life committed to Jesus Christ. Further, they regard their profession, whether in or out of the classroom, as an opportunity to educate, mentor, and model the core values of what it means to be a man or woman of God. Commitment to Jesus Christ signifies a lifestyle and coaching style that calls for a standard of competitive excellence (*Col. 3:23*). It is intended that all coaches hold faculty rank and that all coaches function as educators.
2. Taylor University has a rich heritage of utilizing athletics as a means of Christian outreach and service. It is our intent to reaffirm, build upon, and create opportunities for Christian witness and discipleship through a successful intercollegiate athletic program.
3. The intellectual, spiritual, emotional, physical, and social well-being and development of our student athletes is paramount in our dealings with student athletes. Athletic participation is a platform not only for complementing our liberal arts and foundational core programs, but also for assuring that the core values (Biblically Anchored, Christ Centered, Faith Learning Integrated, Liberal Arts Grounded, World Engaging, Whole Person Focused, and Servant Leader Motivated) of the University are being developed.
4. A successful intercollegiate athletic program creates a strong sense of community spirit. Athletics significantly contributes to a positive campus ethos and to constituent goodwill. The University as a whole benefits by giving visibility to both the athletic programs and to the athletes involved in these programs. We endeavor to make our programs an enduring source of pride for the university, participants, alumni, and the greater Taylor community.
5. The development of student leadership has long been a hallmark of Taylor University objectives and Student Development. The dynamics of intercollegiate competition, coupled with mentoring by Christian coaches, represents the potential for a rich environment of leadership development that is personalized and tested.

## Intercollegiate Sports

Intercollegiate sports for men include baseball, basketball, cross-country, football, golf, soccer, tennis, and track and field; women compete in basketball, cross-country, golf, soccer, softball, tennis, track and field, and volleyball. Taylor will add men’s lacrosse in 2019 and women’s lacrosse in 2020. In addition, Taylor Athletics sponsors a Pom squad and they perform at various events.

## National/Conference Affiliations

Taylor holds membership in the National Association of Intercollegiate Athletics (NAIA). The men and women compete in the Crossroads League. The Crossroads League consists of: Bethel College, Goshen College, Grace College, Huntington University, Indiana Wesleyan University, Marian University, Mount Vernon Nazarene University, Spring Arbor University, Taylor University, and University of Saint Francis (IN). Football competes in the Mid-States Football Association (MSFA). The Mideast League includes: Concordia University, Lindenwood University—Belleville, Marian University, Missouri Baptist University, Siena Heights University, Taylor University, and University of Saint Francis (IN). The Midwest League includes: Olivet Nazarene University, Robert Morris University, St. Ambrose University, St. Xavier University, Trinity International University, and University of Saint Francis (IL).

## Finance

We know the sacrifices made by each family are significant in obtaining a Taylor University education. We would like you to know that the charges billed cover approximately 90% of our costs for delivering a Taylor education. Alumni, friends, parents, and others provide the remaining 10% of our costs through gifts and other sources of revenue. We thank God for you and for the support of others as we prepare students to minister the redemptive love and truth of Christ to a world in need.

The University reserves the right to increase rates if and when necessary.

### Annual Costs

Refer to the Taylor University Tuition and Fee Schedule for the current costs for an academic year. This publication is available from the Office of the Bursar/Student Accounts.

### Other Charges

Certain classes may require the student to purchase materials for specific projects or may require a basic materials charge. These costs vary by course and are charged equally to each student enrolled in the course. Certain other charges are assessed for courses requiring private or special instruction and for administrative costs for special services and transportation.

### Advance Payment

All returning students are required to pay an advance payment of \$100 to secure their registration for the fall semester. Advance payment is due by June 1. Refund of the \$100 advance payment to returning students is granted as follows:

Cancellation Date	Refund
Through June 30	100%
July 1-14	75%
July 15 and After	0%

### Advanced Placement (AP) Credit

A \$20 posting fee is assessed for each hour of AP credit awarded and posted to the Taylor transcript.

### College Level Examination Program (CLEP)

An examination fee of \$85 is charged for each test administered, plus a \$15 administration fee. A \$20 additional fee exists for each hour of CLEP college credit awarded and posted to the Taylor transcript.

### Change of Registration

A refund of charges will be given to students dropping from full-time to part-time status, or lowering their part-time hours, by the last date to drop a class without a transcript entry ("drop/add" period) for the fall and spring semesters. There is no reduction to the tuition charge for dropped hours after this drop/add period. Course fees are refundable only during the drop/add period. Off-campus program tuition and fees are refundable only in accordance with each program's specific refund policy.

### Emergency Funds

The Taylor Parents Association raises financial resources each year to be allocated for student emergencies. Medical costs not covered by insurance and emergency travel in case of death or severe sickness of immediate family are two of the most frequent reasons for allocations of this fund. Other emergency costs may be considered. Contact the Vice President for Student Development for more information.



## Payment of Bills

The billing statement access information is emailed on or by the last day of each month to the student's TU email address, with payment due the 20th of the month. The initial billing statement for the fall semester is available in late July and is due in full by August 20 unless enrolled in a payment plan.

The January interterm and spring billing statement is available in late December and is due in full by January 20 unless enrolled in a payment plan. Historically, January interterm charges have been billed with spring semester.

Statements are issued each month for students who owe a balance or have had transactions to their account during that billing cycle. Any new charges that may occur are due the 20th of the month in which they are billed. Full account information is available through the portal and includes unbilled activity as well as statements. Payment can be submitted online through this secure site. There is no fee to pay with electronic check. Payment by credit card (American Express, Discover, MasterCard, or VISA) will incur a convenience fee. It is the student's responsibility to provide access to their account information to their parents, and the student may do so by authorizing their parent on the billing site.

Taylor University uses the @TAYLOR.EDU student email address to communicate, and students are responsible to check their Taylor email account regularly as they miss important information if they do not do so. Students can set up their preferred address for online billing and also authorize additional (e.g., parent) e-billing addresses by completing the authorization that can be accessed through their online account.

There are two payment options available:

- Payment in full by the due date of August 20 for fall semester and January 20 for spring semester. Payment for incremental additional charges that may occur are due by the 20th of the month for which charges are billed.
- Enroll in a Taylor University monthly payment plan to split the semester payment into equal monthly payments. The only cost to enroll is \$25 per semester and several options are available ranging from 6 to 2 payments per semester. Enrollment is at the online student account site.

Taylor charges a monthly penalty on late payments based on the following policy: Any account balance not paid by the due date when first billed, or deferred pursuant to one of the payment options described above, will be subject to a monthly late fee equal to the greater of \$5 or interest accrued at 1.08% (annual percentage rate of 13 percent).

A student's account must be current to avoid a Bursar hold on registration, and a student's account must be paid in full for release of transcripts or diploma.

Additional information may be found in the Tuition and Fees Schedule available in the Office of the Bursar/Student Accounts.

## Refund Schedule (Fall and Spring Semesters)

This refund schedule applies only to students with full withdrawal from the University. Students who withdraw from a course or courses but remain enrolled at the University do not receive any adjustment to their charges. Drops/Add prior to the end of the first week of a semester (resulting in no transcript entry) could result in tuition changes.

Withdrawals to the end of:	Tuition	Room	Board
First Week*	90%	Prorated	Prorated
Second Week	90%	Prorated	Prorated
Third Week	75%	Prorated	Prorated
Fourth Week	60%	Prorated	Prorated
Fifth Week	45%	Prorated	Prorated
Sixth Week	20%	Prorated	Prorated
Seventh Week to end of semester	0%	Prorated	Prorated

\*First five class days of the fall/spring terms.

## University Withdrawal Procedures

Withdrawal forms may be secured from the Office of Student Development.

If a student completely withdraws from all courses in a semester, refunds of student charges for tuition, room, and board are based on the refund schedule. Mandatory student fees and course fees are nonrefundable. No refund of tuition will be given for complete withdrawal after the end of the sixth week.

Refund of charges are based on the total term bill and on the date the official withdrawal form is completed. The matriculation and housing deposits are forfeited for students who complete registration but must withdraw before May 1. Any deviations from the refund policy are at the discretion of the Office of the Bursar, School Dean, and Vice President for Student Development.

If a student is receiving financial aid, funds will be returned to the aid source(s) according to the Taylor University Return of Financial Aid Funds policy.

## Financial Aid

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The following information regarding financial aid is accurate at the time of the catalog printing, but is subject to change due to changing federal and state regulations and institutional policies and budgetary constraints. For the most current information, please refer to the financial aid section of our website at <http://www.taylor.edu/admissions/finaid> or contact the Financial Aid Office.

The financial aid programs at Taylor recognize that it is the basic responsibility of students and their families to finance a college education. However, the rising cost of education has made it necessary for many students to enlist financial assistance outside their personal resources. Financial aid can help many qualified students attend Taylor regardless of financial circumstances.

The financial aid programs offer assistance to students in need in the form of scholarships, grants, loans, and employment. Financial aid is awarded primarily on the basis of financial need, except in the case of merit scholarships that require superior academic achievement and ability. If the student's aid package is based on financial need, the total aid package (including merit and outside scholarships) cannot exceed the student's financial need.

Financial need is defined as the difference between a family's resources and the total cost of attending college. If a difference exists between the total cost of attending Taylor (including all tuition, fees, room, board, books, supplies, and personal expenses) and the ability of the family to meet these educational costs, the student is determined to have financial need. An evaluation of financial need includes consideration of the parents' and student's income and assets, household size, and number of household members in college.

To determine the extent of the student's financial need and the family's ability to pay for educational expenses, Taylor uses the Free Application for Federal Student Aid (FAFSA). An analysis of this data determines the student's eligibility for need-based grants, loans, and work study.

Students enrolled in Taylor University's established off-campus programs will receive financial aid as though they were on campus. Students may only receive institutional financial aid for their first off-campus program. Federal financial aid is available for additional study abroad programs. No financial aid (federal or institutional) will be awarded to students attending off-campus programs not offered through Taylor University.

Students who plan to enroll on a part-time basis should consult the director of financial aid about the availability of financial aid programs. It should be noted that many aid programs require that a student be enrolled full time (a minimum of 12 credit hours per semester).

To continue to receive need-based financial aid, a student cannot be on extended academic probation and must meet the criteria established in the Taylor University Satisfactory Academic Progress Policy. Visit <http://www.taylor.edu/admissions/undergraduate/tuition-financial-aid/forms-and-documents.shtml> for a copy of this policy online. Satisfactory academic progress for financial aid applicants/recipients shall be measured both qualitatively and quantitatively. In order to maintain eligibility to receive financial aid, a student must successfully complete at least 50% of the credit hours attempted in a given term and 80% of the overall credit hours attempted. The student must also complete his/her undergraduate degree within 160 credit hours attempted, including transfer hours, AP and CLEP credit, and any other credits listed on the academic transcript.

### How to Apply for Financial Aid

Students should begin the application process for financial aid as soon as possible after October 1. Those only interested in merit-based programs need not submit any financial aid forms. The Financial Aid Office automatically awards merit-based scholarships after receiving the student's SAT/ACT scores and high school GPA information from the Admissions Office.

**In order to receive timely consideration in the awarding of financial aid, students must: (1) submit the indicated forms; (2) respond promptly to requests for additional information, documentation, etc.; and (3) comply with the following directives:**

- Be accepted for admission to Taylor University. Students may apply for financial aid prior to their acceptance at Taylor, but financial aid will not be awarded until acceptance is finalized. Please note that transfer students must indicate Taylor University as a recipient of their Free Application for Federal Student Aid (FAFSA) information and have their financial aid forms received by the federal processor by March 10.
- Complete the FAFSA online at <http://www.fafsa.ed.gov> as soon as possible after October 1. The federal processor must receive the FAFSA by March 10, in order to be considered for need-based institutional aid. Students whose forms are received after this date will only be eligible for the Federal Stafford Loan, Federal Pell Grant, Federal PLUS funds, and non-need merit-based aid. Please also consider the following:
  1. The release of information to Taylor University should be clearly requested on the FAFSA (code # 001838).
  2. Additional forms may be required in order to receive state aid from Vermont or Rhode Island. Students should check with their high school guidance officer regarding which forms are required by their state.
  3. In order for Indiana residents to be considered for state aid, their FAFSA must be received by March 10. No other form is required.

## Merit-Based Awards

Merit-based awards are presented to students who demonstrate outstanding scholarship. Financial need is not considered for this type of aid. The President Scholarship, Dean Scholarship, Faculty Scholarship, Trustee Scholarship, Director Award, Academic Merit Award, and Class Merit Award are awarded to all students entering Taylor during the 2017-2018 academic year who meet the specified criteria. A student can only receive one academic scholarship from Taylor. Scholarships are renewable each year with a minimum 3.15 GPA at Taylor. Scholarships are awarded for a maximum of 8 semesters.

Academic Merit Awards are given to all National Merit Finalists. The amount is \$15,000. The Academic Merit Award is given in place of other Taylor academic scholarships.

Students qualifying for a President, Dean, Faculty, Trustee, or Director Scholarship are determined based upon each student's high school grade point average (GPA) and either the ACT (English, Math, Reading, Science) average score or SAT (Reading and Math) combined score. *Note: SAT scores are for tests taken after February 2016.* Test scores are super scored, meaning the highest subset scores are added together from multiple test dates to determine a student's academic scholarship. In order to be eligible for one of these scholarships, a student must have a minimum high school GPA of 2.90 and either a minimum ACT (English, Math, Reading, Science) average score of 19 or SAT (Reading and Math) combined score of 980. Eligible students can estimate their award by using the charts below. Students may add together scholarship points awarded for high school GPA and scholarship points awarded for either ACT or SAT scores to estimate their scholarship.

H.S. GPA (minimum)	Scholarship Points	ACT <sup>†</sup> / SAT <sup>‡</sup> scores (minimum)
4.00	15.0	31 / 1420
3.95	13.5	29 / 1350
3.85	12.0	28 / 1310
3.80	10.5	27 / 1280
3.70	9.0	26 / 1240
3.60	7.5	25 / 1200
3.45	6.0	24 / 1160
3.30	4.5	23 / 1130
3.00	3.0	21 / 1060
2.90	1.5	19 / 980

Scholarship Points	Scholarship	Scholarship Amount
27-30	President	\$15,000
23-26.5	Dean	\$13,000
17-22.5	Faculty	\$11,000
10-16.5	Trustee	\$9,000
6-9.5	Director	\$6,000

<sup>†</sup>ACT scores are calculated by adding averaging the highest English, Math, Reading, and Science scores (may be from separate test dates).

<sup>‡</sup>SAT scores are calculated by adding the highest Reading and Math section scores (may be from separate test dates after February 2016).

*Note: These charts are provided as a guide only and actual eligibility is determined by the Financial Aid office at Taylor University.*

Class Merit Awards are given to the top 10 students, by GPA, in each of the sophomore, junior, and senior classes to students who are not already receiving an academic scholarship from Taylor. Awards range from \$1,500 to \$3,000.

## Need-Based Awards

The FAFSA determines need-based awards, which include need-based grants, loans, and work-study eligibility. The total aid package may not exceed the student's financial need as determined by the FAFSA.

- The only criterion for the Taylor Fund Grant is financial need. The amount will vary from year to year based on financial need as determined by the FAFSA.
- The maximum amount for the Taylor University Loan is \$1,500 per year according to financial need; repayment with a 7 percent interest rate begins six months after the student leaves school. This long-term, low-interest loan program is designed to assist students who demonstrate financial need as determined by the FAFSA. Repayment and interest on this loan begin after a student ceases to be enrolled on at least a half-time basis.
- To qualify for student employment, a student generally must demonstrate financial need. Exceptions include personnel assistants in residence halls or students who possess required skills, such as computer knowledge.

## Other Available Awards

Students may be eligible for other types of awards besides the merit-based and need-based scholarships:

- The Community Scholarship, for \$3,000, is awarded yearly to select incoming freshmen. Accepted students who have interviewed and completed an application for admission by December 1 are considered. Interested students must complete a scholarship application by January 1 and return to campus for additional scholarship interviews. This scholarship is awarded for a maximum of eight semesters provided the student is enrolled full-time, lives in university-owned housing, and maintains good academic and citizenship standing.
- The Church Matching Grant enables Taylor University to match 100 percent of a church's gift to a student, with Taylor's maximum match totaling \$1,000. A pledge form must be received by or submitted online to the Financial Aid Office by March 10, and the church gift must be received by July 1.
- Athletic Scholarships are awarded by the coaches to students who demonstrate exceptional ability in athletics.
- Music Scholarships are awarded to students majoring in music who display special talent with musical instruments or voice and who show promise of superior accomplishments in this field. Students interested in applying should contact the chair of the music department.

## **Federal Aid**

Anyone may apply for federal aid by completing the Free Application for Federal Student Aid (FAFSA).

## **Grants**

Anyone may apply for the following grants by completing the Free Application for Federal Student Aid (FAFSA):

- The Federal Pell Grant is based on financial need as determined by the FAFSA. It offers a maximum of \$5,920 per year (*amount subject to change on a yearly basis*).
- The Federal Supplemental Educational Opportunity Grant is based on financial need as determined by the FAFSA. It replaces the Taylor General Grant. The usual amount awarded is \$2,000 per year with a maximum of \$4,000 per year.

## **Loans**

Anyone may apply for the following loans by completing the appropriate applications:

- The Federal Perkins Loan is based on financial need as determined by the FAFSA. Taylor awards a maximum of \$1,500 per year according to financial need. Repayment begins nine months after the student leaves school or drops below half-time enrollment. A 5.0 percent interest rate is charged. Taylor University awards the loan, which must be signed for every year it is received.
- The Federal Direct Subsidized Stafford Loan is a student loan provided directly from the federal government. If you are interested in this loan, follow the instructions listed in your electronic award notification. To ensure disbursement for the August payment, you must apply online at <https://myfa.taylor.edu> by July 1. This loan is based on financial need as determined by the FAFSA. The loan provides a maximum of \$3,500 per year for freshmen; \$4,500 per year for sophomores; and \$5,500 per year for juniors and seniors, depending on financial need. Repayment begins six months after the student leaves school. This loan has a fixed interest rate of 3.76 percent.
- The Federal Direct Unsubsidized Federal Stafford Loan is not based on financial need. Interest accrues from the date of disbursement and will be capitalized into the loan. Otherwise, it operates the same as a subsidized loan. It cannot exceed maximum loan limits when combined with a subsidized loan. This loan has a fixed interest rate of 3.76 percent.
- The Federal Direct PLUS Loan is a loan for parents provided directly from the federal government, and a separate application must be completed online at <https://www.studentloans.gov>. To ensure disbursement for the August payment, the online application must be completed by July 1. It is not based on financial need and may not exceed the cost of attendance minus other aid. Interest on each disbursement amount begins to accrue at the time of disbursement. Repayment begins 60 days after the final disbursement of the loan period. Federal PLUS has a fixed interest rate of 6.31 percent.

## **State Aid**

Students from Indiana may qualify for the following:

- The 21st Century Scholarship is based on financial need as determined by the FAFSA. It provides a maximum of \$8,041 per year (*amount subject to change on yearly basis*).
- The Freedom of Choice Grant (part of the Frank O'Bannon Grant Program) is based on financial need as determined by the FAFSA. It offers a maximum of \$9,000 per year (*amount subject to change on yearly basis*).

The following states offer applicable state grants: Rhode Island and Vermont. These state grants are awarded to students even if they attend out-of-state colleges. These grants are based on financial need as determined by the FAFSA and additional forms.

## **Work Study**

Federal Work Study is based on financial need as determined by the FAFSA. Students are generally awarded a maximum of \$2,400 per year. Federal work study earnings are not automatically credited to the students accounts. Students may contact the Bursar/Student Accounts office after securing a campus job if they wish to enroll in the student employment payment plan.

# Student Development

In keeping with the mission of Taylor University, the purpose of Student Development is to provide a life-changing student development program and services within a decidedly Christian residential community by caring for the needs of a diverse student body in ways that foster the holistic growth of each individual.

Student Development is committed to the following objectives:

- Provide the environment, resources, and programs that maximize the potential for Christian students to grow in their understanding and expression of their Christian faith.
- Provide programs that promote ethnic and cultural understanding.
- Provide professional counseling and healthcare services for students.
- Create a residence life program which encourages personal growth and fosters a living out of the Life Together Covenant.
- Provide safe, attractive, and comfortable housing facilities for students.
- Provide wellness programs, experiences, and information which help students to live healthy and balanced lives.
- Provide a campus community which is safe and secure for students.
- Provide orientation services that will aid students in their transition to Taylor University and college life.
- Enhance the overall educational experience of students through development of, exposure to, and participation in social, cultural, intellectual, recreational, athletic, and leadership programs.
- Assist students with career planning that will result in professional preparation for placement.
- Ensure a student body profile, both in numbers and quality, that is supportive of Taylor's strategic educational and institutional planning.

## Calling and Career

The Calling and Career Office, located in the LaRita R. Boren Campus Center, connects students to people and experiences that equip them to live a faithful response to God's call. Staff members assist students in exploring how their values, interests, personality, and skills connect to potential career paths and assist students in creating a plan to achieve their goals. The staff reviews resumes and cover letters, prepares students for professional interviews, conducts workshops, and facilitates networking opportunities to connect students with alumni and employers.

Taylor's calling and career resources are available to serve students, faculty, and alumni. Resources include self-assessment tools, online resources, books, graduate school information, and employer and alumni contact information. The Calling and Career Office utilizes both Strong Interest Inventory and StrengthsQuest assessments to assist students in identifying their passions and abilities. The CCO maintains online databases that connect students and alumni to current full-time, internship, and part-time positions. For information, contact the Calling and Career Office at (765) 998-5382.

## Campus Ministries

Campus Ministries is an integral part of Taylor's whole person education. The office of Campus Pastor oversees the chapel program and provides for the pastoral needs of the University. Chapel for the entire community is held three times a week during each semester as well as Interterm. Spiritual renewal weeks, as well as other special emphasis weeks, are featured throughout the year.

## Counseling Center

The Counseling Center offers students professional counseling services on a no-fee basis. Individual counseling, groups, workshops, and educational programs are available. Care is given to approach all of life in the context of a biblical worldview. The Counseling Center is located in the new Student Center. Students are seen by appointment, as well as on an emergency basis. Referrals can also be made to other qualified Christian professionals in the area. For more information or to set up an appointment, the Counseling Center can be contacted at [counselingcenter@taylor.edu](mailto:counselingcenter@taylor.edu) or at (765) 998-5222.

## Health Services

Marion General Hospital Physicians and Nurse Practitioners provide healthcare services, including some pharmacy and lab services exclusively for Taylor University students. The Taylor Student Health Center is located at 1809 S Main Street, across the street from campus. Students may use the Marion General Hospital emergency department for emergency care and urgent problems. Marion General will bill the student's insurance for after hour visits. Students may also use other healthcare providers if they choose.

A full-time student pays a health service fee each fall and spring semester and January interterm. This fee may be waived only if the student is married, a commuter from his or her parent's home, or studying away from campus. In order for this fee to be removed from the bill of an eligible student, a waiver must be obtained from the Bursar's Office and signed by the end of the second week of classes each semester. Health services are not available during summer sessions.

If a student has an illness that results in missed class and is treated by Health Services, he or she should obtain verification of the treatment by TU Health Services and provide this as documentation along with a request for an excused absence. For details, refer to **Class Attendance** on pages 23-24. Health Services will only provide documentation as to the treatment administered.

## **Housing Information**

Taylor University is a residential campus by design; therefore, each single undergraduate student must live in university-owned housing or with his or her parent or legal guardian in their home and commute from a distance of no greater than 50 miles. Students who have been admitted to Taylor University and have paid the \$200 matriculation deposit will receive a residence hall application from the Admissions Office. This material is to be completed and returned to the Admissions Office before housing assignments will be made. \$50 of the \$200 matriculation deposit serves as a housing deposit and is returned when the student leaves Taylor or cancels his or her acceptance; for additional details, refer to **Finance** on pages 212-213. Charges for damage to residence hall property and other university-administered facilities are deducted from this housing deposit.

In order to accommodate the entire student body, it is sometimes necessary to supplement campus residential facilities. Off-campus housing is considered overflow housing and is limited to the number of upperclassmen who cannot be accommodated in the residence halls. The number of students approved to live off campus is dependent on projected enrollment and retention. Because these figures change from year to year, an application and approval process has been established. Upperclassmen who have met the eligibility requirements are given the opportunity to apply (in February of a given year) to live off campus the following year. Students living off campus are expected to abide by both the biblical and Taylor University responsibilities outlined in the Life Together Covenant.

Married students and students over the age of 25 are automatically approved to live off campus. They must arrange to do so through the Center for Student Development, but may select housing that meets their particular needs.

## **Intercultural Programs**

The Office of Intercultural Programs (OIP) seeks to serve the needs of international students, minoritized students, and third culture and missionary kids at Taylor University. The OIP works to foster an intercultural and Christ like community by offering a welcoming environment that provides educational opportunities for students, staff, and faculty. We also seek to enrich the experience of Taylor's community by providing opportunities promoting cultural awareness and sensitivity to issues related to diversity. We are committed to providing an environment where (goals):

- We recognize the individual and corporate needs of international students, minoritized students, and third culture and missionary kids
- Servant leaders are being formed by Christ-centered and biblically anchored principles
- Students are assured support, as well as advocacy relative to their unique concerns
- OIP student groups receive support and are empowered through leadership opportunities
- Positive, respectful, and meaningful dialogue regarding issues of diversity is encouraged
- The recruitment, retention, and graduation of international, American ethnic, and missionary or third culture students is supported
- Students are being prepared for the future by engaging with a diverse community

As an office we house these student organizations:

- Asian Society for Intercultural Awareness (ASIA)
- Black Student Union (BSU)
- International Student Society (ISS)
- Latino Student Union (LSU)
- Middle Eastern Collegiate Association (MECA)
- Mu Kappa
- Multi-Ethnic Student Association (MESA)
- Voices of Praise Gospel Choir

## **Intramural Sports and Recreation Program**

The Intramural Sports and Recreation Program, coordinated by the Taylor Student Organization, provides a wide variety of activities for meeting the recreational and competitive needs of the entire Taylor student body. Team events include both a men's and a women's league for flag football, soccer, dodge ball, ultimate Frisbee, and basketball; coed leagues exist for volleyball and softball. Many other individual tournaments, such as wiffle ball, tennis, 3 on 3 basketball, and 4 on 4 sand volleyball are held throughout the year.

Taylor's Intramural Sports and Recreation Program has high participation rates. For example, flag football alone has more than 300 men and women participants each year. Residence hall competition has been the driving force behind these high numbers. Intramural sports serve as another venue for our community to holistically grow in worship of the Lord through fellowship, upright competition, and stewardship of the body, mind, and spirit.

## **Residence Life**

Taylor University is a residential campus with a strong emphasis on community living. The purpose of the Residence Life program is to provide safe, attractive, and comfortable physical facilities, structured educational programming, and an atmosphere conducive to unstructured learning experiences. In addition, Residence Life seeks to create an environment that fosters the basic values of Christian community. The residence halls serve as living-learning centers where students are challenged to grow and apply their faith through interaction with their neighbors. As living-learning centers, residence halls at Taylor are designed to fulfill two goals: the first is to provide a community living experience through which students are exposed to a variety of educational opportunities that transcend their chosen courses; second, they provide the resources and professional staff necessary to assist students in developing a high degree of self-direction and responsible citizenship.

There are nine residence halls and two University apartments housing over 1,700 students. The halls have different room and floor configurations, affording students the opportunity to choose a living environment that best suits them. Room assignments are made prior to the beginning of the fall term. Room and roommate preferences are honored within the limits of available space. The University reserves the right to assign rooms when deemed appropriate. Individual rooms are furnished with window coverings, beds, mattresses, desks, chairs, and dressers.

Each residence hall has a leadership team that includes personnel assistants, discipleship assistants, and representatives who serve on Student Senate. These student leaders are supervised by residence hall directors who work as educators, counselors, and members of Taylor University faculty.

### **Student Clubs**

Student clubs exist to provide a wide array of co-curricular experiences that meet social, academic, and practical needs of the Taylor University community. Club interests range from academic (e.g., Psychology, Social Work, Environmental Science, Art, German, and Pre-Med) to activity-oriented (e.g., Equestrian, Lacrosse). Students who have special interests not represented on campus are encouraged to seek club status through the Student Senate approval process.

### **Student Programs**

The Office of Student Programs at Taylor University provides dynamic student leadership experiences that cultivate faith, passion, and calling and service through relationships, learning, and excellent programs. The philosophy of our office is founded in the desire to develop thoughtful, Christ-centered leaders. Programs encourage whole-person student learning and are marked by educational out-of-the-class experiences that connect with and complement in-class experiences. Events build campus community through fun and meaningful activities that create a common context of experiences and values. Student leaders represent diverse needs and concerns to the Taylor University community and engage in collaborative efforts to address those issues. Our goal is to produce students who are equipped to engage the culture as passionate world-transformers according to their calling in Christ.

### **Taylor Student Organization**

The Director of Student Programs and the Student Body President provide the leadership for the Taylor Student Organization (TSO). Through innovative and educational opportunities, activities, and services, TSO addresses diverse student needs, encourages whole-person learning, and builds community. TSO is comprised of over 100 students serving in the following areas:

- Integration of Faith and Culture Programs
- Inter-class Council
- Intramural Sports and Recreation
- Leadership Programs Cabinet
- Office of Global Engagement
- Office of the Student Body President
- Student Activities Council
- Student Senate

### **Taylor University Police Department**

Taylor University Police Department provides a variety of services to the students, faculty, and staff of Taylor University. The University employs full- and part-time police officers and security officers to provide 24/7/365 law enforcement and security services. As the chief law enforcement office for Taylor, the Chief of Police works in conjunction with local, state, and federal law enforcement agencies to ensure a safe campus environment. Taylor University Police Department, located in the LaRita Boren Campus Center, also oversees the campus motor pool, lost and found, and identification card system, as well as the after-hours emergency telephone, motor vehicle registration, and parking programs. Taylor University complies with the *Crime Awareness and Campus Security Act of 1990*.

### **Taylor World Outreach**

Taylor World Outreach (TWO) emphasizes practical experience in ministry and leadership. Six student-led departments are committed to leadership development, outreach, and service learning:

- Community Outreach
- Global Outreach
- Lighthouse (*sponsoring January interterm mission trips*)
- Spring Break Missions
- World Opportunities Week
- Youth Conference

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**Timothy Nace**, Associate Dean of Enrollment Management and Director of Financial Aid

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**Christopher Bade**, Co-Chair, Music, Theatre, and Dance

**Jonathan Bouw**, Co-Chair, Art, Film, and Media

**Kathy Bruner**, Co-Chair, Art, Film, and Media

**A. Chin Chang**, Chair, Modern Languages

**Nancy Dayton**, Chair, English

**Donna Downs**, Co-Chair, Communication

**Michael Harbin**, Chair, Biblical Studies, Christian Ministries, and Philosophy

**Albert Harrison**, Co-Chair, Music, Theatre, and Dance

**Kathryn Herrmann**, Co-Chair, Art, Film, and Media

**Thomas Jones**, Chair, History, Global, and Political Studies

**Dale Keller**, Co-Chair, Communication

**Tracy Manning**, Co-Chair, Music, Theatre, and Dance

### School of Natural and Applied Sciences

**William Toll**, Dean of Natural and Applied Sciences

**Matthew DeLong**, Chair, Mathematics

**Michael Guebert**, Chair, Environmental Sciences, Public Health, and Sustainable Development

**Daniel Hammond**, Chair, Chemistry and Biochemistry

**Jeffrey Regier**, Chair, Biology

**Matthew Renfrow**, Chair, Kinesiology

**J. Scott Steckenrider**, Chair, Physics and Engineering

**Arthur White**, Chair, Computer Science and Engineering

### School of Social Sciences, Education, and Business

**Rhoda Sommers**, Dean of Social Sciences, Education, and Business

**Mark Cosgrove**, Chair (Fall), Psychology

**Diane Dungan**, Chair (Spring), Psychology

**Cathy Harner**, Chair, Social Work

**Timothy Herrmann**, Graduate Chair, Master of Arts in Higher Education

**Mary Jo Hirschy**, Chair, Business

**Benjamin Hotmire**, Chair (Spring), Education

**Michael Jessup**, Chair, Sociology

**Pamela Medows**, Director, Transition to Teaching/Licensure Programs

**Carrie Meyer**, Program Director, Master of Business Administration

**Jack Peterson**, Chair, English Language Teaching

**Cynthia Tyner**, Chair (Fall), Education

## Faculty of Instruction

The year appearing immediately after each name indicates the first year of full-time faculty service at Taylor.

### School of Humanities, Arts, and Biblical Studies

**H. Conor Angell**, 2013. Associate Professor of Music. BM, Taylor University, 2006; MM, University of North Carolina, 2008; DMus, Indiana University, 2012.

**Christopher G. Bade**, 2004. Professor of Music. BME, Illinois Wesleyan University, 1980; MM, University of Akron, 1982; DMA, University of Illinois, 1989.

**Stephen P. Bailey**, 2013. Assistant Professor of Media Communication. BA, Asbury University, 1998; MA, University of Kentucky, 2013.

**Barbara J. Bird**, 2001. Dean of Faculty Development; Director of BCTLE; Professor of English. BA, Taylor University, 1999; MA, Ball State University, 2001; PhD, Ball State University, 2005.

**Alan D. Blanchard**, 2017. Associate Professor of Journalism. BA, Eastern New Mexico University, 1988; PhD, Michigan State University, 2014.

**Jonathan H. Bouw**, 2007. Professor of Art. BA, Nyack College, 1987; MFA, School of Visual Arts, 1990.

**Daniel R. Bowman, Jr.**, 2011. Associate Professor of English. BA, Roberts Wesleyan College, 2001; MA, University of Cincinnati, 2006; MFA, Seattle Pacific University, 2011.

**A. John Bruner**, 2005. Assistant Professor of Media Communication. BA, Asbury College, 1987; MA, Asbury College, 2004.

**Kathleen M. Bruner**, 2005. Assistant Professor of Media Communication. BA, Asbury College, 1987; MA, Baylor University, 1988.

**Zackery A. Carter**, 2016. Assistant Professor of Communication. BA, Purdue University, 2007; MA, Purdue University, 2009; PhD, Regent University, 2015.

**A. Chin Chang**, 2004. Professor of Modern Languages. BA, Korea University, 1992; MA, Instituto Caro y Cuervo, 1995; PhD, University of Texas at Austin, 2003.

**Dana L. Collins**, 1992. Professor of Music. BM, University of Toronto, 1976; MM, California State (Fullerton), 1980; DMus, Indiana University, 2002.

**Jennifer L. Collins**, 2003. Associate Professor of Missions. BS, Taylor University, 1989; MAR, Trinity Evangelical Divinity School, 2000.

**Philip J. Collins**, 1999. Professor of Christian Ministries. BA, Taylor University, 1982; MA, Trinity Evangelical Divinity School, 1993; PhD, Purdue University, 2005.

**Nancy C. Dayton**, 1988. Professor of English. BA, Marion College, 1985; MA, Indiana University, 1987; PhD, Miami University, Ohio, 1996.

**Kevin S. Diller**, 2009. Associate Professor of Philosophy and Religion. BA, Taylor University, 1993; MDiv, Princeton Theological Seminary, 1997; ThM Calvin Theological Seminary, 2001; PhD, University of St Andrews, 2008.

**Donna J. Downs**, 2001. Associate Professor of Media Communication. BA, Indiana University, 1980; MA, Ball State University, 1988; EdD, Ball State University, 2005.

**Laura C. Edwards**, 2016. Visiting Assistant Professor of Psychology. BS, Berea University, 1996; MA, Wheaton College, 1998; PhD, Regent University, 2015.

**Michael D. Hammond**, 2015. Dean of the School of Humanities, Arts, and Biblical Studies; Professor of History. BA, Taylor University, 1992; MA, Wheaton, 2002; PhD, University of Arkansas, 2009.

**Michael A. Harbin**, 1993. Professor of Biblical Studies. BS, U.S. Naval Academy, 1969; ThM, Dallas Theological Seminary, 1980; ThD, Dallas Theological Seminary, 1988; MA, California State University, 1993.

**Albert D. Harrison**, 1978. Professor of Music. BM, Virginia Commonwealth University, 1973; MS, University of Illinois, 1978; EdD, University of Illinois, 1986.

**Leon A. Harshenin**, 1998. Professor of Music. BA, Dominican College of San Rafael, 1981; BM, Juilliard School, 1984; MM, Juilliard School, 1985; DMA, University of Michigan, 1998.

**Dennis E. Hensley**, 1997. Professor of Professional Writing. AA, Delta College, 1968; BA, Saginaw Valley State University, 1969; MA, Central Michigan University, 1973; PhD, Ball State University, 1982.

**Kathryn A. Herrmann**, 1998. Assistant Professor of Art. BS, Taylor University, 1976; MA, Ball State University, 1998.

**William A. Heth**, 1987. Professor of Biblical Studies. BA, University of Michigan, 1974; ThM, Dallas Theological Seminary, 1982; ThD, Dallas Theological Seminary, 1986.

**Geoffrey S. Hoffmann**, 2012. Instructor of ESL; China Project Specialist. BS, Taylor University, 2002; MS, Indiana University, 2006.

**Aaron J. Housholder**, 2007. Associate Professor of English. BA, Anderson University, 1995; MA, Ball State University, 1998; MA, Ball State University, 2007; PhD, Ball State University, 2012.

**Ryan G. James**, 2015. Assistant Professor of Art. BA, Taylor University, 2001; MFA, Vermont University, 2014.

**Kevin L. Johnson**, 2016. Assistant Professor of History. BA, Erskine College, 2000; MA, University of Memphis, 2002; MA, University of Chicago, 2005; MA, Harding University, 2010; PhD, University of Memphis, 2012.

**Thomas G. Jones**, 1988. Associate Professor of History. BA, Taylor University, 1971; MA, University of Notre Dame, 1976; EdD, Ball State University, 1998.

**Rachel L. Jonker**, 2017. Visiting Instructor of Philosophy. BA, Taylor University, 2011; MA, University of Notre Dame, 2016.

**Dale S. Keller**, 2000. Professor of Communication. BS, Arizona State University, 1976; MDiv, Fuller Theological Seminary, 1979; MA, Wheaton College, 1985; PhD, University of Kansas, 1995.

**Nicholas B. Kerton-Johnson**, 2010. Associate Professor of Political Science. BA, University of Cape Town, 1996; MA, Kings College London, 1999; PhD, University of Bristol, 2008.

**Carie A. King**, 2016. Assistant Professor of English. BA, University of Georgia, 2012; PhD, Ball State University, 2017.

**Yin Ling Eva Kwan**, 2011. Assistant Professor of Music. BS, Cheltenham and Gloucester College of Higher Education, UK, 1998; MM, Rider University Westminster Choir College, 1997; DME, Indiana University, 2007.

**Gregory S. MaGee**, 2008. Associate Professor of Biblical Studies. BA, Rice University, 1992; ThM, Dallas Theological Seminary, 2005; PhD, Trinity Evangelical Divinity School, 2009.

**Tracy S. Manning**, 2011. Assistant Professor of Communication; Managing and Artistic Director of Theatre. BA, Taylor University, 1992; MLSt, Indiana University, 2011.

**Edward P. Meadors**, 1995. Professor of Biblical Studies. BA, Wheaton College, 1986; MA, Wheaton College Graduate School, 1988; PhD, University of Aberdeen, Scotland, 1993.

**Elizabeth B. Messer**, 1988. Professor of Modern Languages. BA, Trinity College, 1978; MA, Florida State University, 1984; PhD, Florida State University, 1989.

**Stephen C. Messer**, 1990. Professor of History. BA, Trinity College, 1977; MA, Florida State University, 1982; MS, Florida State University, 1984; PhD, Florida State University, 1987.

**James W. Miles, II**, 2008. Assistant Professor of Art. BA, Indiana Wesleyan University, 1990; MA, Regent University, 1994; MA, Ball State University, 1999.

**Lorne R. Mook**, 2001. Associate Professor of English. BS, Taylor University, 1987; MFA, University of Maryland, 1994; PhD, University of Cincinnati, 2003.

**Brian G. Moore**, 2016. Visiting Instructor and Teaching Assistant/Producer. BA, Ball State University, 2010; MA, Ball State University, 2013.

**Julie L. Moore**, 2017. Associate Professor of English; Director of the Writing Center. BA, Cedarville College, 1987; MA, University of Dayton, 1989.

**Joseph K. Pak**, 2008. Associate Professor of Biblical Studies. BS, Virginia Tech, 1985; MDiv, Liberty Baptist Theological Seminary, 1988; STM, Dallas Theological Seminary, 1993; PhD, Dallas Theological Seminary, 2001.

**Richard J. Perhai**, 2017. Missionary in Residence. BS, Michigan State University, 1983; ThM, Dallas Theological Seminary, 1990; PhD, Baptist Bible Seminary, 2012.

**JoAnn K. Rediger**, 1996. Professor of Music. BS, Taylor University, 1971; MMEd, James Madison University, 1981; DA, Ball State University, 1994.

**Joseph M. Ricke**, 2001. Professor of English. AA, Central Arizona College, 1971; BA, Nyack College, 1977; MA/PhD, Rice University, 1982.

**Jeremie D. Riggleman**, 2017. Assistant Professor of Art. BA, Bethel College (Mishawaka), 2000; MFA, Azusa Pacific University, 2015.

**Patricia C. Robertson**, 1998. Professor of Music. BS, University of Maine, 1977; MM, Ball State University, 1989; DA, Ball State University, 1998.

**Bradley N. Seeman**, 2007. Associate Professor of Philosophy. BA, Wheaton College, 1990; MA, Trinity Evangelical Divinity School, 1995; MA, Loyola University, 2006; PhD, Loyola University, 2009.

**Michael K. Severe**, 2011. Associate Professor of Christian Ministries. BS, Multnomah Bible College, 1999; MA, Wheaton College, 2004; PhD, Trinity Evangelical Divinity School, 2008.

## **School of Natural and Applied Sciences**

**Dawn E. Anderson**, 2015. Professor of Kinesiology. BA, University of Minnesota, 1984; MS, Iowa State University, 1989; PhD, Ball State University, 1992.

**Robert E. Aronson**, 2013. Professor of Public Health. BA, Wheaton College, 1983; MPH, University of North Carolina, 1986; DRPH, Johns Hopkins University, 1997.

**William A. Bauson**, 2016. Assistant Professor of Systems. BS, General Motors Institute, 1981; MS, Purdue University, 1982.

**S. Stefan Brandle**, 1999. Professor of Computer Science and Engineering. BA, Wheaton College, 1986; MS, Illinois Institute of Technology, 1992; PhD, Illinois Institute of Technology, 1998.

**Jeremy S. Case**, 1995. Professor of Mathematics. BA, Taylor University, 1987; MA, Miami University (OH), 1989; MS, PhD, University of Minnesota, 1995.

**Mark D. Colgan**, 1992-98, 1999. Professor of Mathematics. BA, Anderson University, 1985; MA, Indiana University, 1988; PhD, Indiana University, 1991.

**Jeffrey P. Cramer**, 1998. Associate Professor of Computer Science and Engineering. BS, Taylor University, 1990; MS, Indiana University, 1998; PhD, Purdue University, 2007.

**Robert E. Davis**, 1995. Professor of Physics. BS, Illinois State University, 1976; MS, Purdue University, 1982; PhD, Purdue University, 1988.

**Matthew E. DeLong**, 1998. Professor of Mathematics. BA, Northwestern University, 1993; MS, University of Michigan, 1996; PhD, University of Michigan, 1998.

**Jonathan D. Denning**, 2014. Assistant Professor of Computer Science and Engineering. BA, Tabor College, 2009; PhD, Dartmouth College, 2014.

**Brian J. Dewar**, 2010. Assistant Professor of Biology. BS, Geneva College, 1998; PhD, University of North Carolina at Chapel Hill, 2007.

**Patrick J. Eggleton**, 2016. Associate Professor of Mathematics. BS, University of South Florida, 1987; MEd, University of South Florida, 1991; PhD, University of Georgia, 1995.

**Joel P. Pegner**, 2007. Assistant Professor of Engineering. BS, Wheaton College, 1989; MS, University of Illinois at Chicago, 1997; PhD, University of Illinois at Chicago, 1997.

**Jeanne R. Sigworth**, 2007. Assistant Professor of Communication. BS, Oklahoma Wesleyan University, 1979; MS, Indiana Wesleyan University, 1993.

**Rachel Hostetter Smith**, 1998. Professor of Art; Gilkison Family Chair in Art History. BA, Michigan State University, 1981; MA, Michigan State University, 1991; PhD, Indiana University, 1996.

**Richard G. Smith**, 2001. Associate Professor of Biblical Studies. BSA, University of Arkansas, 1988; ThM, Dallas Theological Seminary, 1996; PhD, University of Cambridge, 2000.

**James S. Spiegel**, 1993. Professor of Philosophy and Religion. BS, Belhaven College, 1985; MA, University of Southern Mississippi, 1988; PhD, Michigan State University, 1993.

**Laura S. Stevenson**, 2017. Assistant Professor of Art. BA, Taylor University, 2009; MFA, University of New Hampshire, 2015.

**Linda K. Taylor**, 2014. Visiting Instructor of Professional Writing. BA, Houghton College, 1980; MA, Ball State University, 1993.

**Henry J. Voss, Jr.**, 2017. Assistant Professor of Christian Ministries. BA, Taylor University, 1999; MA, Talbot School of Theology, 2003; PhD, Wheaton College, 2014.

**Colleen A. Warren**, 1992. Professor of English. BA, Olivet Nazarene University, 1981; MA, University of Florida, 1987; PhD, University of Florida, 1992.

**May H. Young**, 2015. Assistant Professor of Biblical Studies. BA, University of Illinois, 1992; MDiv, Trinity Evangelical Divinity School, 2007; PhD, Trinity Evangelical Divinity School, 2015.

**Jonathan G. Geisler**, 2002. Associate Professor of Computer Science and Engineering. BS, Taylor University, 1994; MS, Northwestern University, 1999; PhD, Northwestern University, 2003.

**Phillip P. Grabowski**, 2017. Assistant Professor of Sustainable Development. BS, Michigan State University, 2002; MS, Michigan State University, 2011; PhD, Michigan State University, 2015.

**Michael D. Guebert**, 1999. Professor of Geology and Environmental Science. BS, University of Illinois, 1985; MS, Penn State University, 1988; PhD, Penn State University, 1991.

**Daniel G. Hammond**, 1981. Professor of Chemistry and Biochemistry. BA, Bethel College (IN), 1973; PhD, Wayne State University, 1981.

**Elizabeth D. Hasenmyer**, 2006-07, 2008. Assistant Professor of Biology. BS, Taylor University, 2000; MS, Ball State University, 2005.

**Erik S. Hayes**, 1998. Associate Professor of Kinesiology. BA, Asbury College, 1996; MS, Indiana State University, 1997; PhD, Ball State University, 2010.

**Kenneth A. Kiers**, 1998. Professor of Physics. BS, McMaster University, 1991; PhD, University of British Columbia, 1996.

**Daniel A. King**, 2005. Professor of Chemistry and Biochemistry. BS, Huntington College, 1998; PhD, University of Georgia, 2002.

**Nancy A. Kitt**, 2014. Assistant Professor of Mathematics. BS, Ball State University, 1977; MA, Ball State University, 1981.

**Peter T. Krenzke**, 2016. Assistant Professor of Engineering. BS, Valparaiso University, 2008; MS, University of Minnesota, 2013; PhD, University of Minnesota, 2015.

**LeRoy C. Kroll**, 1979. Professor of Chemistry and Biochemistry. BA, Lafayette College, 1969; PhD, Michigan State University, 1974.

**D. Brandon Magers**, 2014. Assistant Professor of Chemistry. BS, Mississippi College, 2009; PhD, University of Georgia, 2014.

**Jeffrey W. Marsee**, 1987-90, 1994. Associate Professor of Kinesiology. BA, Carson-Newman College, 1983; MA, Western Michigan University, 1984; DHEd, A.T. Still University, 2009.

**Josiah C. McClurg**, 2017. Assistant Professor of Engineering. BS, University of Iowa, 2011; MS, University of Iowa, 2012; MS, University of Illinois, 2014; PhD, University of Iowa, 2017.

**John M. Moore**, 1992. Professor of Biology. BS, Taylor University, 1972; MA, Ball State University, 1978; EdD, Ball State University, 1989.

**Jeffrey A. Moshier**, 2012. Provost, Professor of Biology. BS, Houghton College, 1974; PhD, Johns Hopkins University, 1984.

**Thomas B. Nurkkala**, 2008. Associate Professor of Computer Science and Engineering. BS, Michigan Technological University, 1985; MA, Bethel Theological Seminary, 1990; MS, University of Minnesota, 1992; PhD, University of Minnesota, 1996.

**Douglas L. Oliver**, 2017. Visiting Associate Professor of Mathematics. BS, University of Washington, 1978; PhD, Washington State University, 1985; JD, University of Toledo, 2003.

**Bruce A. Pratt**, 1992. Associate Professor of Kinesiology. BS, Taylor University, 1974; MA, Ball State University, 1978; EdD, Ball State University, 2001.

**Jan M. Reber**, 1994. Professor of Biology. BA, Taylor University, 1989; MS, Purdue University, 1991; PhD, Purdue University, 1994.

**Robert T. Reber**, 1996. Director of Laboratories/Technician in Environmental Science, Public Health, and Sustainable Development; Assistant Professor of Environmental Science. BS, University of Illinois, 1989; MSF, Purdue University, 1991; additional graduate studies, Purdue University.

**Jeffrey L. Regier**, 1999. Professor of Biology. BA, Taylor University, 1988; PhD, Michigan State University, 1993.

**Matthew S. Renfrow**, 2010. Associate Professor of Kinesiology. BS, Belmont University, 2005; MS, Middle Tennessee State University, 2006; PhD, Middle Tennessee State University, 2009.

## **School of Social Sciences, Education, and Business**

**Solomon Abebe**, 2000. Professor of Education. BA, Goshen College, 1979; MS, Eastern New Mexico University, 1982; PhD, New Mexico State University, 1987.

**Scott A. Adams**, 2000. Professor of Business. BA, Otterbein College, 1991; MA, University of Toledo, 1999; DBA, Anderson University, 2005.

**Alexandria J. Armstrong**, 1997. Professor of Education. AA, San Diego Mesa College, 1980; BA, San Diego State University, 1982; MA, San Diego State University, 1983; EdD, University of Northern Colorado, 1988.

**Steven P. Bird**, 1993. Professor of Sociology. BS, Boise State, 1986; MA, University of Washington, 1990; PhD, Purdue University, 1993.

**Charles J. Brainer**, 2012. Dean of International Programs; Director of Spencer Centre for Global Engagement; Associate Professor of Linguistics. BA, Wheaton College, 1981; MA, University of Michigan, 1986; PhD, Michigan State University, 1996.

**Mark P. Cosgrove**, 1976. Professor of Psychology. BA, Creighton University, 1969; MS, Purdue University, 1971; PhD, Purdue University, 1973.

**Diane E. Dungan**, 2000. Associate Professor of Psychology. BA, Indiana University, 1993; PhD, Texas Tech University, 2001.

**Paul Lowell Haines**, 1977-1987, 2016. President; Professor of Higher Education. BA, Taylor University, 1975; MA, Ball State University, 1977; JD, Indiana University, 1990; EdD, University of Pennsylvania, 2017.

**Cathy J. Harner**, 1992. Professor of Social Work. BS, Philadelphia College of Bible, 1978; MSW, Indiana University, 1984; PhD, University of Illinois, 1991.

**Timothy W. Herrmann**, 1999. Graduate Chair, Master of Arts in Higher Education; Professor of Higher Education. BA, Taylor University, 1975; MA, Ohio State University, 1977; PhD, Indiana State University, 2005.

**Eric H. Hernández**, 2014. Assistant Professor of Accounting. BA, Bethel College, 1998; MS, University of St. Thomas, 2003.

**Daniel L. Rodman**, 2017. Assistant Professor of Mathematics. BA, Taylor University, 2012; MS, University of Iowa, 2014; PhD, University of Iowa, 2017.

**Patricia L. Stan**, 2006. Associate Professor of Chemistry and Biochemistry. BS, Houghton College, 1985; AM, Washington University, 1987; PhD, Washington University, 1990.

**Dannie M. Stanley**, 2014. Assistant Professor of Computer Science and Engineering. BGS, Ball State University, 1999; MS, Ball State University, 2008; PhD, Purdue University, 2013.

**J. Scott Steckenrider**, 2013. Professor of Engineering. BS, Johns Hopkins University, 1987; MSE, Johns Hopkins University, 1990; PhD, Johns Hopkins University, 1992.

**Amy M. Stucky**, 1997. Assistant Professor of Sport Management. BA, Taylor University, 1992; MA, Ball State University, 1998.

**Derek A. Thompson**, 2014. Assistant Professor of Mathematics. BS, Indiana Wesleyan University, 2006; MA, Ball State University, 2008; PhD, Purdue University, 2013.

**William E. Toll**, 1990. Dean of the School of Natural and Applied Sciences; Professor of Computer Science and Engineering. BA, Taylor University, 1971; MS, Purdue University, 1975; MS, University of Kentucky, 1989; PhD, University of Kentucky, 1998.

**Jessica L. Vanderploeg**, 2015. Assistant Professor of Biology. BS, Trinity Western University, 2009; PhD, McMaster University, 2014.

**Arthur J. White**, 1984. Professor of Computer Science and Engineering. BS, Christian Heritage College, 1979; MS, Ball State University, 1981; MA, Ball State University, 1984; EdD, Ball State University, 1985.

**Gregory J. Wolfe**, 2007. Instructor of Kinesiology. BA, Wheaton College, 2003; MA, Ohio State University, 2005.

**Mary Jo Hirschy**, 2005. Associate Professor of Business. BA, DePauw University, 1997; MA, DePaul University, 2003; PhD, Regent University, 2012.

**Benjamin J. Hotmire**, 2014. Assistant Professor of Education. BS, Taylor University, 1998; MS, Wright State University, 2002; PhD, Ball State University, 2015.

**Michael M. Jessup**, 1996. Professor of Sociology. BA, Idaho State University, 1985; MS, Iowa State University, 1987; PhD, Southern Illinois University, 1992.

**Renata Kantaruk**, 2010. Instructor of TESOL. BA, Jagiellonian University (Poland), 1993; MA, Adam Mickiewicz University (Poland), 2001.

**Jacob E. Kendall**, 2016. Visiting Assistant Professor of Social Work. BA, Huntington College, 2007; MSW, Tulane University, 2010; MPH, Tulane University, 2011; PhD, Tulane University, 2016.

**Julie M. Little**, 2015. Associate Professor of Management. BS, Indiana University, 1997; MSM, Indiana Wesleyan University, 1999; PhD, Purdue University, 2012.

**Tammy A. Mahon**, 2014. Associate Professor of Education. BA, Anderson University, 1993; MA, Ball State University, 2001; EdD, Ball State University, 2006.

**Vance E. Maloney**, 1981. Professor of Psychology. BA, Cedarville College, 1979; MA, Ball State University, 1981; PhD, Ball State University, 1989.

**Laura E. McClelland**, 2016. Assistant Professor of Psychology. BS, Iowa State University, 2001; PhD, Clemson University, 2007.

**Pamela L. Medows**, 1997. Professor of Education. BS, Indiana Wesleyan University, 1972; MAE, Ball State University, 1992; EdD, Ball State University, 1997.

**Hadley T. Mitchell**, 1993. Professor of Economics. BA, Houghton College, 1969; MBA, University of Colorado, 1975; MAR, Westminster Theological Seminary, 1980; MA, Villanova University, 1984; MA, University of Tennessee, 1985; PhD, University of Tennessee, 1993.

**Scott L. Moeschberger**, 2003-04, 2005. Professor of Psychology. BS, Taylor University, 1997; MA, Trinity Evangelical Divinity School, 2000; PhD, Ball State University, 2006.

**Jack S. Peterson**, 2010. ESL Curriculum Coordinator; Assistant Professor of ELT. BA, Covenant College, 2002; MA, University of Washington, 2010.

**David R. Poucher**, 2007. Associate Professor of Accounting. BS, Taylor University, 1981; MA, Fuller Theological Seminary, 1986; MBA, University of North Carolina at Chapel Hill, 1999.

**Robert J. Priest**, 2017. Professor of Anthropology. BA, Columba International University, 1979; MDiv, Trinity Evangelical Divinity School, 1982; MA, University of Chicago, 1984; PhD, University of California, 1993.

**Todd C. Ream**, 2013. Professor of Higher Education; Assistant Director of Bedi Center for Teaching and Learning Excellence. BA, Baylor University, 1993; MDiv, Duke University Divinity School, 1996; PhD, Pennsylvania State University, 2001.

**Kirsten T. Regier**, 2012. Instructor of TESOL. BA, Bethel University (MN), 2003; MA, University of Minnesota, 2005; additional graduate studies, Indiana University.

**Jeffrey F. Sherlock**, 2007. Professor of Business. BBA, Ohio University, 1988; MBA Ohio University, 1990; EdD, Ball State University, 1997.

**Carol B. Sisson**, 2008. Associate Professor of Education. BA, Taylor University, 1988; MA, Ball State University, 1990; EdS, Ball State University, 1991; EdD, Regent University, 2008.

**Stephen J. Snyder**, 1982. Professor of Psychology. BA, Cedarville College, 1980; MA, Trinity Evangelical Divinity School, 1982; PhD, Indiana University, 1991.

**Rhoda C. Sommers**, 2016. Dean of the School of Social Sciences, Education, and Business; Professor of Education. BA, Cedarville University, 1984; MA, Grace Theological Seminary, 1993; PhD, Andrews University, 1999.

**Deborah R. Stiles**, 2016. Assistant Professor of Social Work. BSW, Northwest Nazarene University, 1990; MSW, University of Kansas, 1994.

**Cynthia A. Tyner**, 1996. Professor of Education. BS, Taylor University, 1976; MA, Ball State University, 1978; EdD, Ball State University, 1996.

**W. Quinn White**, 1999. Professor of Education. BS, Taylor University, 1988; MA, Ohio State University, 1996; PhD, Ohio State University, 2005.

## Academic Support

**Daniel J. Howell**, 2000. University Librarian; Associate Professor. BA, Western Kentucky University, 1973; MA, Western Kentucky University, 1978; MA, Northern Illinois University, 1984.

**Ashley N. Chu**, 2013. University Archivist, Outreach and Assessment Librarian; Instructor. BA, Taylor University, 2007; MLS, Indiana University, 2012.

**Shawn D. Denny**, 2006. Information Services Librarian; Associate Professor. BA, Taylor University, 1990; MLS, Indiana University, 1994; MA, Taylor University, 2015.

**Shawnda D. Freer**, 2005. Director First Year Experience; Assistant Director of Academic Enrichment Center; Assistant Professor. BA, Taylor University, 1991; MA, Liberty University, 1995.

**Scott E. Gaier**, 2006. Director of Academic Enrichment Center and Instructional Design; Associate Professor. BA, Huntington College, 1994; MS, Purdue University, 1996; PhD, Purdue University, 2003.

**Linda J. Lambert**, 2001. Reference and Instructional Services Librarian; Associate Professor. BA, DePauw University, 1975; MLS, Indiana University, 1978; MA, Wheaton College, 1987.

**Lance A. Vanderberg**, 2013. Learning Specialist, Academic Enrichment Center; Instructor. BS, Taylor University, 2006; MA, Taylor University, 2013.

**Lana J. Wilson**, 2007. Assistant Director/Research Librarian; Associate Professor. BA, Taylor University, 2005; MLS, Indiana University, 2006; MA, University of Indianapolis, 2013.

## Student Development Faculty

**Jeff Aupperle**, 2014. Director of CCO/Promising Ventures, Instructor. BA, Bethel College, 2003; MA, Taylor University, 2014.

**Kathryn A. Austin**, 2015. Residence Hall Director, Instructor. BA, Taylor University, 2011; MA, Taylor University, 2013.

**Stephen W. Austin**, 1995. Director of Student Programs, Associate Professor. BS, Taylor University, 1995; MA, Ball State University, 2002.

**Scott T. Barrett**, 2015. Director of Residence Life, Instructor. BS, Taylor University, 2007; MA, Grand Rapids Theological Seminary, 2010.

**Jesse Brown**, 2017. Dean of Students, Instructor. BA, Valley Forge Christian College, 1997; MA, Eastern University, 1999; additional graduate studies, Indiana State University.

**Felicia Case**, 2010. Director of Intercultural Programs, Instructor. BA, University of Connecticut, 1985; MA, Taylor University, 2010.

**Jonathon J. Cavanagh**, 2007. Campus Pastor, Assistant Professor. BA, Taylor University, 1998; MDiv, Winebrenner Theological Seminary, 2008.

**Josh Craton**, 2016. Residence Hall Director, Instructor. BA, Taylor University, 2013; MA, Taylor University, 2016.

**Bria Howard**, 2016. ActSix Program Specialist/OIP, Instructor. BS, Miami University, 2014; MS, Miami University, 2016.

**Julia R. Hurlow**, 2016. Residence Hall Director, Instructor. BS, Indiana Wesleyan, 2004; MA, Indiana Wesleyan, 2007.

**Jena R. Kirk**, 2016. Assistant Director of Counseling Center, Instructor. BA, Taylor University, 2008; MA, Ball State University, 2011.

**Drew Moser**, 2009. Dean of Experiential Learning, Associate Professor. BA, Taylor University, 2002; MA, Denver Seminary, 2005; PhD, Indiana University, 2013.

**Abigail Noble**, 2014. Residence Hall Director, Instructor. BA, Taylor University, 1997; MA, Gordon-Conwell Theological Seminary, 2005.

**Kelly A. Pengelly**, 2014. Director of International Student Programs, Instructor. BA, Roberts Wesleyan College, 1991; MA, Taylor University, 2014.

**Caroline Poland**, 2015. Director of Counseling Center, Instructor. BA, Taylor University, 2008; MA, Indiana Wesleyan University, 2010.

**Katie Rousopoulos**, 2013. Director of Local and Global Outreach, Instructor. BA, Taylor University, 2007; MA, Taylor University, 2009.

**C. Skip Trudeau**, 1999. Vice President for Student Development, Associate Professor. BA, John Brown University, 1985; MSE, SUNY College at Buffalo, 1987; EdD, Indiana University, 1999.

**Jeff Wallace**, 2003. Chief of Police, Instructor. BS, Taylor University, 1989; MA, Taylor University, 2014.

**Tyler Witzig**, 2014. Residence Hall Director, Instructor. BA, Wheaton College, 2011; MA, Wheaton College, 2014.

**Jessie Woodring**, 2017. Residence Hall Director, Instructor. BA, Gordon College, 2015; MA, Taylor University, 2017.

**Sara J. Yoder**, 2010. Director of Discipleship Programs, Assistant Professor. BA, Taylor University, 2007; MA, Taylor University, 2009.

## Emeriti Faculty

**H. Leon Adkison**, Professor of Systems, 1974-2008.

**Felix Aguilar**, Professor of Computer Science and Engineering, 1999-2013.

**Beulah P. Baker**, Professor of English, 1979-2016.

**Douglas Barcalow**, Professor of Christian Education; Academic Dean, 1983-2009.

**Eleanor A. Barrick**, Professor of Modern Languages, 1990-2005.

**Stephen S. Bedi**, Professor of Higher Education, 1991-2014.

**Ronald Benbow**, Professor of Mathematics, 1987-2017.

**Robert P. Benjamin**, Associate Professor of Business, 1979-2005.

**Christopher P. Bennett**, Dean of International Programs; Director of Spencer Centre for Global Engagement; Professor of Business, 1989-2014.

**Arlan Birkey**, Associate Professor of Greek, 1968-2007.

**Stanley L. Burden**, Professor of Chemistry and Biochemistry, 1966-2010.

**Timothy J. Burkholder**, Professor of Biology, 1970-2010.

**Walter E. Campbell**, Assistant Professor, 1969-2004.

**Mildred S. Chapman**, Professor of Education, 1956-1961, 1975-1991.

**Faye E. Chechowich**, Dean of Faculty Development; Director of BCTLE; Professor of Christian Ministries. 1989-2017.

**Winfried Corduan**, Professor of Philosophy and Religion, 1977-2009.

**Timothy C. Diller**, Professor of Computing and System Sciences, 1981-2005.

**Edward E. Dinse**, Associate Professor of English, 1970-1992.

**Richard Dixon**, Professor of Modern Languages, 1982-2002.

**Randall Dodge**, Associate Professor; Dean of Student Development, 1984-1988, 1997-2009.

**Ruth Elder**, Associate Professor; Assistant Librarian, 1992-2009.

**Lee Erickson**, Professor of Economics, 1979-2017.

**George A. Glass**, Associate Professor of Physical Education, 1960-1999.

**Bud Hamilton**, Assistant Professor; Athletic Director, 1990-2009.

**Paul M. Harms**, Associate Professor of Mathematics, 1971-1997.

**George W. Harrison**, Professor of Biology, 1963-1994.

**Barbara A. Heavilin**, Associate Professor of English, 1991-2009.

**Larry R. Helyer**, Professor of Biblical Studies, 1979-2008.

**David D. Hess**, Associate Professor of Education, 1967-1997.

**M. Jane Hodson**, Associate Professor of Education, 1966-1997.

**Stephen P. Hoffmann**, Professor of Political Science, 1976-1977, 1981-2010.

**Alice K. Holcombe**, Associate Professor; Library, 1946-1950, 1952-1983.

**Dale M. Jackson**, Professor of Communication Arts, 1966-2000.

**Roger Jenkinson**, Professor of Geography, 1965-2017.

**Dwight Jessup**, Professor of History and Political Science, 1993-2004.

**Jay Kesler**, President; Chancellor, 1985-2003.

**Charles B. Kirkpatrick**, Professor of Communication Arts, 1979-2002.

**Patricia E. Kirkpatrick**, Associate Professor; Academic Enrichment Center, 1982-2004.

**Philip K. Kroeker**, Professor of Music, 1963-1996.

**James B. Law**, Associate Professor of Health, Physical Education, and Recreation, 1982-1997.

**Wynn A. Lembright**, Assistant Professor, 1983-2008.

**Connie D. Lightfoot**, Dean of Social Sciences, Education, and Business; Professor of Computer Science, 1982-1993, 2008-2016.

**Pamela Jordan-Long**, Professor of Professional Writing, 1992-2014.

**Janet C. Loy**, Associate Professor of Modern Languages, 1971-2005.

**R. Philip Loy**, Professor of Political Science, 1964-2012.

**Joe W. Lund**, Professor of Psychology, 1973-2016.

**Billie J. Manor**, Associate Professor; Academic Enrichment Center, 1976-2005.

**Craig W. Moore**, Associate Professor of Art, 1979-2010.

**Rebecca S. Moore**, Instructor of Education, 1990-2007.

**Mary Muchiri**, Associate Professor of English, 2001-2017.

**E. Herbert Nygren**, Professor of Religion, 1969-1991.

**Paul W. Patterson**, Associate Professor of Physical Education and Human Performance, 1979-2013.

**Roger W. Phillips**, Associate Professor; Library, 1982-2006.

**Janice L. Pletcher**, Assistant Professor of Communication Arts, 1987-2005.

**Roger Ringenberg**, Associate Professor of World Missions and Biblical Studies, 1983-2015.

**William C. Ringenberg**, Professor of History, 1967-2008.

**Roger W. Roth**, Associate Professor of Physics, 1965-1998.

**Paul E. Rothrock**, Professor of Environmental Science and Biology, 1981-2014.

**Jessica L. Rousselow-Winquist**, Professor of Communication, 1967-2016.

**James Saddington**, Associate Professor of History, 1988-2007.

**John Schutt**, Professor of Biology and Environmental Science, 1988-2009.

**Carl R. Siler**, Professor of Education, 1996-2012.

**Ronald Sloan**, Professor of Music, 1981-2007.

**E. Richard Squiers**, Professor of Environmental Science, 1976-2012.

**Dan P. Smith**, Assistant Professor of Chemistry, 1992-2007.

**Sonja Strahm**, Associate Professor; Director of Academic Center for Enrichment, 1977-2009.

**Kenneth D. Swan**, Professor of English, 1968-2001.

**Donald Taylor**, Professor of Kinesiology, 1991-2017.

**Michael VanHuisen**, Assistant Professor; Assistant Librarian, 1985-2009.

**Henry D. Voss**, Professor of Physics and Engineering, 1994-2016.

**Dale E. Wenger**, Associate Professor of Mathematics, 1963-1989.

**Andrew Whipple**, Professor of Biology, 1984-2015.

**Alan H. Winquist**, Professor of History, 1974-2016.

**Larry E. Winterholter**, Associate Professor of Physical Education and Human Performance, 1979-2010.

**Laurie J. Wolcott**, Technical Services Librarian, Associate Professor, 1983-2014.

**Daryl R. Yost**, Professor of Education; Administrative Officer, 1983-2003.

# Compliance

Taylor University complies with applicable federal and state statutes related to institutions of higher education, including the Student Right to Know Act of 1990, as amended; Higher Education Act of 1965, as amended by the Higher Education Opportunity Act of 2008; the Federal Family Rights and Educational Privacy Act of 1974, as amended; the Americans with Disabilities Act of 1990, as amended; Section 504 of the Rehabilitation Act of 1973; and all federal and state nondiscrimination laws.

## Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

- 1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.** Students should submit to the Registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the University official to whom the request was submitted does not maintain the records, that official shall advise the student of the correct official to whom the request should be addressed. At the post-secondary level, the right to inspect is limited solely to the student. Records may be released to parents only under one of the following circumstances: 1) through the written consent of the student; 2) in compliance with a subpoena; or 3) by submission of evidence that the parents declare the student as a dependent on their most recent Federal Income Tax form.
- 2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.** Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write to the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- 3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.** One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, or research or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the University may disclose education records without consent to officials of another school in which a student seeks or intends to enroll.
- 4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Taylor University to comply with the requirements of FERPA.** The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605.

## Intellectual Property Policy

The Taylor University Intellectual Property Policy designates that students retain copyright to most creative work for which they are solely responsible. Exceptions can include work done while employed by the University or under other extenuating circumstances. Although students retain intellectual property rights to most creative work submitted for academic credit, matriculation in the University entails an obligation for students to allow their writing or similar creative work to be used for University academic assessment. Procedures will be followed to preserve the anonymity of students for such assessment. The content and analysis of student writing or similar creative work selected for assessment will be used primarily for internal review of academic programs. Observations and derivative findings from such analysis may be reported to accreditation agencies or disseminated through professional publication but without reference to the authorship of individual students.

## Notice of Non-discrimination

Taylor University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Chief Notification Officer:  
C. Skip Trudeau, Vice President of Student Development  
236 West Reade Avenue  
Upland, IN 46989  
(765) 998-5368

Deputy Notification Officer:  
Rhoda Sommers, Dean of the School of Social Sciences, Business, and Education  
236 West Reade Avenue  
Upland, IN 46989  
(765) 998-5108

### **Public Notice Designating Directory Information**

Taylor University may release, without written consent, the following items which have been specified as public or directory information for current and former students: name, address, email address, telephone listing, photograph, field of study, grade level, enrollment status, date and place of birth, dates of attendance, actual and anticipated graduation date, degree, honors and awards, previous educational agency or institution attended, participation in officially recognized activities and sports, and weight and height of members of athletic teams.

A current student can request that the University not release any directory information about him or her. This designation must be furnished in writing to the Registrar by the end of the first week of classes in the semester. Request to withhold prevents the disclosure of all directory information. Regardless of the effect upon the student, the institution assumes no liability for honoring the student's instructions that such information be withheld.

### **Publicity Release of Student Photograph**

As a student at Taylor University, each student authorizes and irrevocably grants to Taylor University permission for his or her photograph or image to be used in future University brochures, videos publications, newsletters, news releases, other printed materials and in materials made available on the Internet or in other media now known or hereafter developed.

### **Services for Students with Disabilities**

Taylor University complies with the federal mandates outlined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Reasonable accommodations are made to give students with documentation of their disabilities an equal opportunity for success. These services are provided through the Academic Enrichment Center located in the Zondervan Library.

### **Student Consumer Information**

The Higher Education Act of 1965, as amended by the Higher Education Opportunity Act of 2008 (HEOA), requires institutions participating in federally funded financial aid programs to make information about the institution available to current and prospective students. Taylor University has created a webpage entitled Student Consumer Information to provide resources and information for parents, students, employees, and the Taylor community in fulfillment of these mandates. This site will continue to be updated as we build more information that is useful and required.

### **Student Right to Know Act of 1990**

The Student Right to Know Act of 1990 (Public Law 101-542 as amended) requires colleges and universities to maintain records of student enrollment, graduation, and participation in athletically related financial aid. These data are available on the Taylor website and upon request from the Office of Institutional Research, Taylor University, 236 West Reade Avenue, Upland, IN 46989, (765-998-4627).



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